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ABSTRACT

Parent/community involvement in public education is discussed in terms of positive and negative changes. White flight, declining test scores, discipline problems, and rising educational expenditures are cited as contributing factors to the negative image and decreased public support for education. Morale and labor management relations before and after desegregation are the topics considered in an examination of employee relations. Positive and negative results of media involvement are listed. Descriptions of teacher, pupil, and principal interpersonal relationships take into account the racial ratio of the student body. Declining enrollment is attributed to desegregation activities, the "move to suburbia," and a declining birth rate. Achievement results for black and white students are reported on for grades 3, 5, and 7 in schools of different categories. Internal and external efforts at curriculum changes are examined. Also discussed are student interests in extracurricular activities and budgeting problems. Appendices deal with different aspects of declining enrollment and budgetary problems in the Memphis school system. Letters regarding desegregation litigation and busing are included. (EB)

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JAN 1 6 1979

MEMPHIS CITY SCHOOLS

STAFF PERCEPTIONS OF THE INTERNAL AND EXTERNAL EFFECTS OF DESEGREGATION

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PREFACE

In August of 1978, the Board of Education of the Memphis City Schools adopted the following language as the first segment of a three (3) part resolution:

> . . . that the Board direct the Superintendent to report to the Board an analysis of the desegregation plan's internal and external effects as perceived by the professional staff over the last five years . . .

The following report represents the staff's efforts to comply with the intent and spirit of the Board's resolution. In our efforts to comply, over fifty (50) professional staff members were consulted and have made contributions to the report. Thus, a broad cross-section of staff members have participated in analyzing the desegregation plan's internal and external effects.

Of necessity, this type of report, by the nature of it, had to be very subjective. However, the report does reflect the consensus of staff perceptions relative to the topics which were identified as being deserving of attention and comment.

John P. Freeman
Superintendent

November 2, 1978

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INTRODUCTION

School desegregation has been a major social movement and source of continued national and local conflict in the third quarter of the twentieth century in the United States. Memphis, not unlike other urban centers in the South and other parts of the nation, has been engaged in desegregation activities through the 1960's and '70's. Today, almost eighteen years after Northcross vs Board of Education was filed in Federal District Court, we still find a disproportionate amount of Board and staff time being spent on matters concerning school desegregation.

Desegregation of the Memphis City Schools has been an emotional issue. It has been a divisive concern in the city and among the subcultures that compose the total community--it has been a divisive topic among-and-between Board members--and, at times, between Board and staff members.

The 1972-73 school year saw the peaceful implementation of Plan A (January 1973), and today we are in the sixth year of desegregation under Plan Z.

The report found on succeeding pages of this document represents the perceptions and opinions of the professional staff concerning the effects of desegregation and desegregation activities engaged in by the school system. As previously noted in the preface, the report is subjective in nature. Many conclusions reached are not (and perhaps could never be) empirically validated. That is perhaps one of the limitations of the report.

All staff members are not in total agreement with some of the conclusions reached. That is to be understood--none of us can review (and view) the desegregation activities of the past seven (7) years from the same "frame-of-reference"--from the same vantage point. The

report then is submitted as a consensus report--acknowledging that at staff level agreement on all issues and concerns is not possible--nor necessarily warranted. When all staff members think the same way on all issues, then important issues and concerns will usually be addressed in a superficial manner. It is only when different ideas, opinions, and expectations are shared that wise, prudent, and beneficial educational decisions can be made.

In light of this, the staff can expect that Board members will view the report in different ways--depending upon the individual "frame-of-reference" of each Board member. It is the expectation of the staff that the Board members individually, as well as collectively, view the report as one of information, and as the collective opinion of the staff. The staff further hopes the report will not produce divisiveness among and between Board members--that this report can serve as a unifying instrument. The report can unify the Board in such a manner that they collectively recognize the need and importance of again addressing the system's constitutional responsibility to promote and enhance a desegregated school system.

There has been enough rancor, emotionalism, and ill-will in this city and among the various communities relative to this important question of desegregation. It is hoped that the report will be reviewed and discussed in the spirit in which it is submitted--a candid and frank transmittal of the staff's perceptions of one year of Plan A and six years of Plan Z. To the extent that we can intelligently, conscientiously, and unemotionally continue to discuss and appraise our efforts of the past seven years--then our city, our school system, but most importantly, our children will be benefited by our good efforts.

TOPIC I

PARENT/COMMUNITY INVOLVEMENT

TOPIC I

Parent Community Involvement

Parent/community involvement activities, being such a significant part of public education for many years, are an important component of any study dealing with the effects of desegregation. In developing this report the staff met with several groups including community/parent groups living in the immediate school neighborhood, community/parent groups living in the satellite neighborhood, black community/parent groups, white community/parent groups, male parents, female parents, school personnel, specific parent groups such as P.T.A., advisory committees, and the family as a whole. Several groups that could fit under the broad category of community involvement were omitted as the staff felt they were included elsewhere (business/political, clergy, media, public at large).

In examining the problem it was necessary to make a distinction between the changes that were evolving in parent/community involvement prior to the desegregation order and those that have come as a direct result of the desegregation order. The staff felt that significant rethinking of parent/community activities would have occurred regardless of the court order. It was the judgment of the staff that the involvement of parents and the community in more significant areas such as school budget, curriculum, school closings, etc., through the advisory council structure was a process that was already begun by the school system before the desegregation order and simply expanded to meet needs directly relating to the order. Examples of this kind of community involvement included IMPACT (Involved Memphis Parents Assisting Children and Teachers), Parents Advisory Committee (Plan Z's IMPACT group), Community Support Group, and Clergy Support Group. The development of the Superintendent's Advisory

Council and the Principal's Advisory Councils also came as a natural outgrowth of the advisory structure begun before the desegregation order.

Most of the changes occurring in parent/community involvement had to do with content, numbers, and racial makeup rather than overall structure.

A key word in parent/community involvement since desegregation is change. School communities have changed, school makeups have changed, school needs have changed, and the roles of parent/community involvement have changed. Some of the changes as viewed by this committee are positive while others are still seen as problems. The positive changes include:

1. The bi-racial contacts of parents, students, and other community members have increased. In those schools where desegregation and/or integration has occurred, there have also been many examples of desegregation and/or integration occurring with the parent and/or community support groups of the school. These biracial groups have worked together for the improvement of these local school sites and in the process have learned to appreciate individuals from a different race and background.

2. The leadership role assumed by many black parents was more assertive. Several individuals who have the capabilities to lead have for the first time realized and exercised their talents.

3. More men have become involved in support activities. In trying to analyze the reason, suggestions include an apparent concern for the safety of students.

4. The development of community involvement as an entire family activity was identified as a positive result of desegregation.

5. School community involvement has become more diversified. It still includes some of the traditional community and parent roles such as booster clubs, fund raising, class parties, etc., but has expanded to areas that are more problem oriented such as financing and public relations.

6. It is also felt that the quality of the involvement by both parents and community members has directly increased even though the quantity is less than in years past.

The problems of parent/community involvement as a result of the desegregation activities include the following.

1. Problems have been brought about as a result of the development of

satellite communities. The most obvious of these is the removal of children from the public school system. In some cases this problem is evidenced with children being removed permanently and in other cases only when the child is assigned to a distant school. Obviously the involvement of the parent is nonexistent if the child is no longer enrolled in public schools.

2. The problem of involvement of a parent was also seen when the child was attending the school in the distant neighborhood because of transportation difficulties, unfamiliarity of a new neighborhood, and/or a feeling of being an outsider.

3. Another problem as seen as a direct result of desegregation was parents having children in more than one school. Because of distance and increased involvement demands, it was difficult for many parents to participate in school activities if their children were in more than one school location.

4. It was also observed that as black leadership became more apparent in formerly all white schools, white leadership dissipated.

5. As a result of the process of desegregation, some school personnel have demonstrated an inability to make the necessary adjustments. This was reflected in their attitudes and relationships toward parents.

In summary, as a result of desegregation, thousands of students left the public school system. Those who remained were confronted with the difficulties of transportation and relating to individuals of a different race and/or background. However, as a result of desegregation, many parents have been meaningfully involved in issues and problems that confront public education. It is our feeling that the quality of parental/community involvement has increased even though the quantity has decreased since dnsegregation.

The staff makes the following recommendations:

1. That continuing efforts be made to expand the numbers of parents involved in public education while sustaining the quality of that involvement.

2. That other areas for community input be explored including the community in this exploration process.

3. An effort be made to include not only parents of students in the Memphis City Schools but other community members (especially at the local school level) in the involvement of school activities.

4. A study be undertaken of the role of the local school in the process of neighborhood stabilization.

5. A community survey be conducted to determine perceptions and attitudes of the public toward desegregation.

6. Efforts be made to improve communication between community individuals and elected officials regarding public education.

7. Efforts should be made to involve parents and other community members in improving the image of the public school system.

8. Staff development activities should be provided for interested community groups and school personnel to better prepare them to solve problems of mutual concern.

TOPIC II

IMAGE AND PUBLIC SUPPORT FOR EDUCATION

TOPIC II

IMAGE AND PUBLIC SUPPORT FOR EDUCATION

NEGATIVE IMAGE

Urban public school systems across the nation suffer from an increasingly negative image phenomenon. Unfortunately, the Memphis City School System has not been able to escape this problem. There are many contributing factors to the negative image problem such as court-ordered busing, white-flight, declining test scores, discipline problems, and rising educational expenditures. How the public perceives the school system will largely determine the level of support that is provided.

It is widely felt that the quality of education has deteriorated since the implementation of Plan Z. Many citizens feel that academic standards have been lowered and the curriculum has been narrowly focused on the average and below average student. Thus, the superior student is not adequately challenged to excel academically.

Another prevailing perception held by many citizens is that the public schools are not safe and secure environments for students. Often citizens, through the mass media, receive information concerning negative events that may have occurred in the public schools. Unfortunately, the negative information is often generalized to characterize the total school system. Efforts are being made to encourage the media to cover some positive events of the school system.

Many critics of public education question the cost-effectiveness of the Memphis City School System. It is not uncommon to witness allegations of mismanagement of funds, exorbitant Plan Z transportation cost, and high administrative personnel cost. Also, the decentralization model is considered by many observers as contributing to a "top-heavy" administrative structure.

There appears to be a lack of understanding regarding the functions of the four area offices. Also, the public does not understand the vastness, complexity and the broad array of services that the school system provides the community. It is apparent that the school system has an image prbblem and should develop an effective public relations program.

There is a critical need for strong public support of the Memphis City School System. Many efforts are being made by the school system to encourage greater parent and citizen involvement in educational affairs. Also, efforts have been made to meaningfully involve the business community in educational affairs. One such effort is reported on the following pages.

SUMMARY OF COMMUNITY RELATION AS PERCEIVED BY BUSINESS AND EDUCATION COMMUNITIES

The Division of Community Relations of WHBQ-TV, after conducting several ascertainment interviews with leaders in the Memphis community, felt that school-community relations was a priority. Based on this need and as a result of initial planning by WHBQ-TV's Division of Community Relations, the Memphis Area Chamber of Commerce, the Memphis Urban League, and the Memphis City School System, a questionnaire was developed and administered to the business and education communities in Memphis. The questionnaire was designed to determine the views of both communities relative to the major functions and major problems of the public schools, the most effective ways business could assist the schools, and the most effective ways the relationship between business and education could be improved.

The following conclusions came from this survey.

1. Both groups felt that providing students with the basic fundamentals was the most important function of public schools in Memphis.

2. The second most important function of public schools as reported by the business community was providing quality education, while educators felt that providing job oriented education was the second most important function.

3. The business community felt that the most effective way business could assist the public schools was by working to prepare students for jobs by providing speakers, tours, etc., while educators felt that the most effective way business could assist was by helping public schools obtain adequate financing.

4. Both groups rated parents lack of participation and lack of discipline in the top one-third of the greatest problems of public schools in the Memphis community.

5. Both groups ranked school board policies and lack of adequate facilities as two of the three least important problems with public schools.

6. Business people rated lack of good teachers in the top one-third of the greatest problems of public schools; however, educators reported that lack of good teachers was one of the three least important problems of the schools.

7. Educators felt that white flight and lack of adequate financial support were in the top one-third of the greatest problems of public schools, whereas, business people rated these two problems in the bottom one-third.

8. Both groups cited lack of communication between business and public education as a major problem with the business community as related to public schools.

9. Educators felt that business not assisting in assuring adequate funding for the schools and business people enrolling their children in private schools were two of the three most important problems of business while business people rated these two problems as two of the four least important problems.

10. Of the nine problem areas rated, both groups viewed lack of financial incentives (scholarships, grants, etc., to students) offered by business as the least important problem of business as related to the schools.

11. Business people felt that their not taking an active role in electing responsible individuals to serve on the school board and their not making their concerns known to school personnel were two of the three most important problems with business as related to the public schools, whereas, educators rated these two problems as two of the four least important problems.

12. Better communication and interaction between business and education was cited by both groups as an important way to improve the business-public school relationship.

13. Educators felt that establishing committees between business and education, providing business people with opportunities to visit schools, and providing adequate funding for public schools were important ways to improve the relationship between business and education.

14. Business people felt that the school system's preparing better students was the most important way to improve the relationship between business and education.

TOPIC III

EMPLOYEE RELATIONS

TOPIC III

Employee Relations

This report was intended to be an account of the things which have been reported to the staff, things which have been observed by the staff, and/or the perceptions of the staff. The observations which will be reported are not based in any way on any kind of scientific sampling.

The desegregation of faculties and other employees actually began in 1966. The first employees involved in "cross-over assignment" were selected on the basis of criteria that indicated the probability of their being successful in such an assignment. The process worked well and the employees selected appeared to have functioned well and were generally well-received. As the process began to accelerate, finally culminating in Plans A and Z, it became necessary to increase the number of people involved.

The plans for implementing the transfers came about through discussions with Memphis Education Association. Finally, with the pairings and groupings under Plans A and Z, the desegregation of the faculties was completed.

During the years between 1966 and 1973, faculty members were shifted in large numbers. Each plan and procedure was discussed and agreed upon by the Memphis Education Association.

The employees of the school system, both classified and certificated, were probably transferred in larger numbers than any other business or governmental organization ever has been. It was the feeling of staff members that had the employees not responded in such a fine way, the school system surely could not have survived.

The staff decided to limit its disussion to the items of "Morale" and "Labor Management Relations." It was further decided that the topics

should be handled separately for classified and for certificated employees.

It was the observation of the staff that the employees in the classified area who were involved in desegregation (building engineers, school secretaries and other clerical workers, cafeteria managers and assistants, and teacher aides) have experienced as much stability in assignment as before desegregation.

It was felt that these aforementioned employees were involved in a different manner at the school than were the teachers. These employees were not exposed to students of the opposite race in the same day to day relationship as were the teachers.

The morale of these employees seemed to be high and was more a matter of job satisfaction brought about by the skills and ability of the supervisory employees with whom they worked than the race of the supervisors involved. For example, the skill and ability of the principal in organizing, directing and relating to these employees have always seemed to be paramount rather than the race of the principal.

The items of concern of the employee organizations representing these employees have tended to be more along the lines of salary and other kinds of fringe benefits rather than an undue concern over assignment and transfer practices. This would seem to bear out the conclusions reached above when it was stated that the staff felt that things had been fairly normal in this area.

It was the feeling of the staff that the morale of certificated employees is better now than it was at the time of the implementation of Plan Z and that this is perhaps due to a multiplicity of reasons. In the five years which have passed, great emphasis has been placed on the training of certificated employees to better prepare them for their

assignments. The passage of time enabled them to become accustomed to their new associates and surroundings in which they are working. Resignations and retirements of some employees who were unhappy with their assignments for whatever reasons have also tended to solve the problem of unhappiness in the school.

The unhappiness which developed as the result of the mass movement of people has lingered and still reflects itself among the teachers with a very definite concern on their part for rules and procedures for transfers and assignment of teachers. Seniority, for example, is a prime consideration in the minds of the people representing the Memphis Education Association in personnel transfers as they see this, perhaps, as a reward for years of service in the school system.

It is evident that the certificated employees have come from a very low level of trust, confidence, and acceptance to a very high level of trust in the way the system handles transfer requests and the assignment of surplus teachers and classified employees.

It must also be recognized that it is not uncommon when certain kinds of problems develop for employees to tend to revert to the security of racial groups and for some things to be made into black-white issues when, perhaps, this is not really the case.

The following recommendations are offered for continued improvement in the area of employee relations:

1. That more could be accomplished if personnel at the various levels of supervision could actually prescribe the type of training activities which they perceive their workers need rather than to allow employees at various levels to pick and choose whatever they would care to attend in the way of training activities. It was also felt that the Professional Growth Activities should include specific training activities for management personnel as well as for teachers. It seems to be axiomatic that if inadequacies can be

overcome that people then feel better about themselves and can function better. It was felt that this would have a direct bearing on the morale of the employees because they would feel more confident in their work.

2. That management employees perform at a high level of performance or that appropriate action be taken. This could include such things as retraining which will lead to modification in their behavior, or other types of appropriate action.

3. That plans be made and implemented to improve communication between teachers and middle and top level administrative employees.

4. That each operational area (school, departments, divisions, areas, etc.,) develop objectives and then be held accountable for the accomplishments of those objectives.

5. That Management Training Programs be expanded and created as necessary in order to constantly train and retrain all management employees.

TOPIC IV

MEDIA INVOLVEMENT

TOPIC IV

Media Involvement

Desegregation activities brought a special focus on the role of school/media relations. Prior to the desegregation order, this relationship had been somewhat casual with consistent but not in-depth coverage. Since desegregation and the new role that public education has taken in Memphis, the relationship with the media has played an increasing part in the school system.

The problem of school/media involvement begins by making an attempt to distinguish between public information and public relations. Traditionally, large school systems have had as an essential part of their total staff, individuals responsible for providing information to both internal and external publics. This has included efforts at assisting representatives of the news media as well as the general public in obtaining answers to specific questions about the school system. It has also included providing up-to-date information in the form of newsletters to those who have an interest in the school system. However, as a result of desegregation, it has been necessary to add other responsibilities to the public information offices which have included communication with the media under crisis settings and coordination of school/media relationships through training workshops, etc. As a result of desegregation and the community reaction to public schools, a further need has developed to try to change the public's concept of the school system and improve its image. This, however, moves out of the area of public information and into the area of public relations. Even though public information and public relations have some similarities, there is an entirely different kind of training and expertise required.

In trying to examine the effects of desegregation on the school system as it related to the media, the staff identified positive and negative results. The positive results included:

1. The public school system has become a much more important news item resulting in more media coverage (especially television). Even though some of the stories have not been positive, it has brought public education to the minds of the general public.

2. As a result of the public school system becoming an important news item in Memphis after desegregation, school personnel have taken a more organized and sophisticated approach in dealing with the media.

3. Crisis procedures have been established at all local schools, area offices, and central office level in dealing with the media during these times.

4. In adjusting to the new focus on the school system brought about by desegregation activities and in attempting to meet the need of a more positive public image, school personnel have found that the initiation of efforts with the local media is acceptable and in many cases appreciated.

5. Through a continual communication process between the local media and the school system through periods of crisis as well as through efforts at showing the positive aspects of public education, a level of trust has been established which can be expanded for further activities.

6. As a result of desegregation and the needs of more positive public acceptance, the role of WKNO has been re-examined and broadened. Instead of having only administrators discussing programs, an attempt has been made to include students, parents, individuals from the co unity, and others of broad, positive interest.

7. As a result of desegregation, the new role in school/media relations, workshops have been conducted on a regular basis for school personnel covering various aspects of school/media relations.

The negative results included:

1. As a result of desegregation and the new focus on public schools, distrust has also developed as individuals not used to dealing with the media have been forced to respond during crisis times.

2. Because of problems developing in the public schools after desegregation and directly relating to desegregation which have been covered thoroughly by the media, some individuals have felt that the media has been unfair. It is the staff's opinion that for the most part this is an inaccurate description of Memphis media, but we agreed that some irresponsible reporting has occurred.

3. As a result of desegregation and the community reaction which has followed, the need for individuals with expertise in public relations has been overwhelmingly apparent.

4. It was the feeling of the staff that a major problem in the area of school/media relations was the low priority placed on it by the amount of dollars and staff assigned for this purpose.

5. Another major problem identified by the staff was the lack of knowledge of school personnel about the media including what makes a story, how to get a story and report it, the balance of positive and negative news, the obligation of a good reporter to get both sides, and the fact that the news media is not a PR instrument.

In summary, desegregation has caused a drastic change in school/media relationships. New demands have been put on school personnel to be sensitive to public image. The lack of training and sophistication in this area is understandable and evident.

It is the recommendation of the staff that the following be given serious consideration.

1. That a pressroom be set up in the central office for the permanent use of representatives of the media and that this pressroom be equipped with telephones, typewriters, publications, information, and perhaps a staff person.

2. That better communication with the Office of Public Information be established to insure a more professional approach with the media.

3. That a coordinated effort be made with all departments and special programs on an annual basis to insure maximum media exposure. This would include such things as identifying far in advance special weeks, conventions, workshops, etc., for coordinated coverage.

TOPIC V

TEACHER/PUPIL RELATIONSHIPS
TEACHER/TEACHER RELATIONSHIPS
PUPIL/PUPIL RELATIONSHIPS
PRINCIPAL/TEACHER RELATIONSHIPS
AND
PRINCIPAL/PUPIL RELATIONSHIPS

TOPIC V

Teacher/Pupil Relationships, Teacher/Teacher Relationships, Pupil/Pupil Relationships, Principal/Teacher Relationships, and Principal/Pupil Relationships

This section of the report deals with staff perceptions of the desegregation plans' effects as they relate to teacher/pupil relationships, teacher/teacher relationships, pupil/pupil relationships, principal/teacher relationships, and principal/pupil relationships. The nature of the problem to be investigated dictated the need for data to be gathered from principals, teachers, and students; however this was not feasible in light of the timetable set forth for final submission of the report. The contents herein represent perceptions of the staff based upon personal opinions and combined thoughts of others who were communicated with informally.

The staff perceives that the relationships between teacher/principal, teacher/teacher, pupil/pupil, principal/teacher, and principal/pupil are determined to a large extent by the maturity and personal values of the individuals involved; however, our perceptions strongly indicate the black/white racial ratios of the student body play a vital role in each of the relationships discussed below:

Teacher/Pupil Relationships - The teacher/pupil relationship, resulting from the desegregation order, has generally been good throughout the system and continues to improve each year. The staff perceives the best teacher/pupil relationship exists where the racial ratios of student bodies are approximately 50-50, followed by those situations where the racial ratios are approximately 90-10. The least desirable teacher/pupil relationship in our opinion exists when the racial ratio of the student body is about 65-35. In the 90-10 % situation the teacher tends to become protective of the

student in the 10%, from which attitude come some very positive learning siutations and inter-personal relationships. In the 65-35 racial ratio, problems tend to develop among students and these carry-over into the teacher/pupil relationship creating some undesirable attitudes on the part of both teachers and students. The best teacher/pupil relationships exist when the racial ratio of the student body is as close as possible to 50-50.

Teacher/Teacher - Essentially the same as the teacher/pupil relationships--that is, the racial ratio of the student body factor determines to a large extent teacher/teacher relationships. These relationships have been good and continue to improve. In addition, teacher/teacher relationships are strongly affected by the location of the school and that community's expectations and traditions. The leadership skills and abilities of the principal play a vital role in teacher/teacher relationships. We reiterate our perceptions that teacher/teacher relationships are best in a nearly 50-50 student ratio--next in a 90-10 student ratio; and least desirable in a 65-35 student ratio.

Pupil/Pupil - Pupil/pupil relationship is effected adversely as the racial ratio becomes skewed. The most desirable is 50-50. It is felt that a 65-35 racial ratio tends to produce pupil conflicts and hostilities. As students compete for recognition and power at this ratio, they polarize into racial factions. Even with the problems associated with a 65-35 student ratio, this appears to be a more desirable atmosphere for pupil/pupil relationships than a 90-10 ratio where the minority students tend to lose identity and subjugate themselves--their ideas and desires--to the overwhelming majority. The minority student in the 10% situation tends to suffer socially and psychologically.

Principal/Teacher - In the principal/teacher relationship the student

ratio will play a less important role than will neighborhood expectations and traditions. Student ratios can affect principal/teacher relationships if the communities served by the school have conflicting expectations of the school. This is especially possible in a 65-35 student ratio. The other major factor affecting principal/teacher relationships is the maturity and attitude of principals and teachers. Foremost is the principal's skill at interpersonal relationships and sensitivity to the wishes of his school communities.

Principal/Pupil - Principal/pupil relationship is affected by student racial ratios. These relationships by and large have been good and continue to improve. The principal/pupil relationship seems less strained when the student ratio is 90-10. Racial ratios of 50-50 and 65-35 tend to produce strained principal/pupil relationships.

In summary, personal relationships are affected by maturity and values which each individual holds. As a result of desegregation there is no substitute for the leadership ability of each individual school principal. Other than maturity and values of individuals involved, the foremost factor involved in interpersonal relationships of teacher/pupil relationships, teacher/teacher relationships, pupil/pupil relationships, principal/teacher relationships, and principal/pupil relationships is the racial ratio of the student body.

Recommendations

Since we believe that racial ratios can cause some problems and solve others, it is essential that attention be given this matter. Based upon what we perceive to be in the best interest of students, we urge that where realistically possible (if the present desegregation plan is modified) that more schools be established which will have less racially identifiable enrollments.

TOPIC VI

DECLINING ENROLLMENT

TOPIC VI

Declining Enrollment

One of the major problems the Memphis City Schools, and consequently the total Memphis community, faces--and has faced since desegregation activities began in 1973--is the problem of declining enrollment and its intensification as many white students have left the school system. This problem is doubly acute because of its complexity and some other issues it produces.

In 1977, the Census Bureau released a report concerning the population growth or decline of the twenty largest cities in the nation. The only major American cities gaining population were located in the South and West. The Bureau study showed that, of the twenty largest cities, only six have grown in population. They are Memphis, Houston, San Diego, San Antonio, Honolulu, and Phoenix. Memphis, ranked 17th in size, grew from 623,530 residents in 1970 to 661,319 in 1975.

Thus, a unique, paradoxical situation exists in Memphis. While Memphis showed a population gain from 1970 to 1975, it also showed a dramatic loss of public school students for the same period. Memphis has, in the past seven years lost over 42,000 white students (grades 1-12) from its public schools.

Appendix A contains enrollment data, from 1963 to the present, for the entire school system. Also contained in Appendix A are enrollment data for every school in the system since implementation of Plan Z in September 1973. The data reflect that there has been a steady and persistent trend of loss of white students throughout the system. To deny that desegregation activities have contributed to this steady decline is folly.

To ascribe desegregation as the only contributing factor to the enrollment decline is equally fallacious.

Memphis, not unlike other large urban areas, is experiencing the "move to suburbia" phenomenon. Quarterly Planning Reports, Urban Growth Indicators, published by Memphis and Shelby County Office of Planning and Development, reflect this trend (see Appendix B). Memphis and Shelby County, for planning purposes, is divided into twenty (20) planning districts. The third and fourth quarterly reports for 1977 reflect that, of the 2048 Residential Building Permits issued for single family dwellings, 1794 were issued in the Collierville, Oakhaven-Parkway Village, Raleigh-Bartlett, Shelby-Farms, and Germantown Planning Districts. Or, stated another way, 85% of all building permits for single family dwellings are being built on the periphery of the city, or in areas located outside the existing city limits. The issuance of a building permit does not necessarily mean the corresponding construction of a dwelling unit. However, a summary of permits issued provides a good indicator of developmental trends. Thus, the "move to suburbia" is well underway in Memphis and all indications seem to reflect that it will continue. In short, the bulk of the new single family housing market exists outside of Memphis (or on the periphery of the city) in areas of the county which will probably not be annexed for several years.

While desegregation activities may still contribute to enrollment decline, seven years after Plan A implementation, there are other factors and contributory causes. Certainly the "move to suburbia" just referred to is a contributing factor. Also contributing to the situation is the declining birth rate. The population gain the past few years in Memphis has been a function of annexation. The population gain in Shelby County, exclusive

of Memphis, is more a function of in-migration. Memphis and Shelby County have almost reached the zero population level (births in relation to deaths). The declining birth rate, being experienced here as it is nationwide, is a contributing factor to enrollment decline.

In trying to further define this problem of enrollment decline, there are major concerns to recognize and address:

1. The economic problem brought on by declining enrollment--particularly a diminishing white enrollment.

   (a) Since state funding is directly related to average daily attendance and enrollment, revenue is "lost" when students are "lost."

   (b) The difficulty of receiving political/economic support as a result of the inability of many individuals to understand that expenditures are not significantly reduced even though enrollments decline.

   (c) The economic burden of keeping schools with small enrollments open in face of negative community reaction to proposals to close them.

   (d) The difficulty of getting economic support from the white community leadership for a school system which is predominantly black--and, which given the present situation, will become even less white in the future.

   (e) The difficulty of attracting new industry to a city which, in the eyes of many, "has abandoned its public school system."

2. There are other problems brought on by a declining enrollment. The internal concerns which must be addressed are as follows:

   (a) As a result of the loss of many middle class, white students with strong parental support, test scores in several grades have declined, adding to the erosion of community support for the schools.

   (b) The process of desegregation is limited to black students, and, in many instances, low-income whites who do not have a financial alternative (i.e., either move to the county or attend private school). The process of desegregation and advantages to be gained therefrom thus do not include a large white population. It is this large group of students,

and their parents, who remain insulated and isolated from desegregation experiences--they simply have availed themselves of the virtually all-white, private academies or have moved to the "whiter" county school system.

(c) A declining public school enrollment has also caused instructional problems at the local school level. Many schools have small enrollments, thus resulting in decreased course offerings for all students. Attempts to continue courses with small numbers of students enrolled has proved to be almost prohibitively expensive. As a result, many students suffer. An expansion of optional school programs has helped alleviate, somewhat, the problem in this area.

(d) School officials, as well as some school patrons, see the end result of Plan Z as something quite different from what was envisioned when Plan Z was approved by the Federal District Court in 1973. That is, in so many instances, black children at all grade levels are being transported back-and-forth between predominantly--if not virtually all--black schools. These patrons, as well as school officials, have some difficulty in seeing what (if any) positive, educational, benefits are accruing to students as a function of this.

Recommendation

It is now felt the time has come to completely reappraise Plan Z in light of the present racial compositions of all schools in the system. Plan Z--as constructed in 1973, approved by the court, and implemented that same year--was something quite different than what Plan Z is today, six years after its implementation.

APPENDIX A

PRELIMINARY ANALYSIS OF 1978-79 ENROLLMENT DATA

Prepared by:

Dr. O. Z. Stephens, Director
Division of Planning

October 4, 1978

Preliminary Analysis of 1978-79 Enrollment Data

1. There was a net loss of 1699 white students in grades 1-12 (exclusive of kindergarten and self-contained special education students). Black enrollment in grades 1-12 was down 279 students from the previous year. Unlike last year (1977-78), the kindergarten enrollment remains rather stable--a loss of only 37 students.

2. The total white loss (including special education and kindergarten) from the system (when compared to 1977-78 school year) was 1841. However, it should be noted that 622 white students (and 84 black students) came into the school system via the City-County Agreement (or annexation). These were 1-6 grade students in the Whitten Heights area assigned to White Station and/or Shady Grove. Also, students in the Hickory Hill - Winchester and Heritage Colony (South) areas came into Southwest area schools via City-County Agreement. If these white students had not come into the system, the total white loss from the system would be approximately 2463.

3. For the first time since the Raleigh area was annexed, there is reflected a slight decline in total white enrollment (grades 1-12) in the nine Raleigh area schools. In 1977-78 there were 6886 white students. This year there are 6828 white students - a loss of 58 white students. However, there was an increase of 109 black students in the Raleigh area schools. The total enrollment of the nine (9) Raleigh area schools was 8457, compared to 8406 in 1977-78. This represents an increase of 51 students. Twenty-five percent (25%) of all white students in the school system now attend nine (9) Raleigh area schools--up 2% from last year (1977-78) when 23% of the total white enrollment of the system attended Raleigh area schools.

4. Presently there are fourteen (14) elementary schools (excluding Campus) which are majority white. Five (5) elementary schools, out of a total of 104, are 75% or more white (Ridgeway, Springhill, Raleigh-Bartlett Meadows, Brownsville, and Egypt)--see page 27.

5. There are presently eighty-nine, or 86% of all elementary schools, which are majority black. There are sixty-five (65), or 63% of all elementary schools, which are 75% or more black (see page 27).

6. Presently six (6) junior and/or senior high schools are 75% or more white. This is 9% of the total junior and senior high attendance units.

7. Twenty-two of the total (70) junior and senior high school attendance units are majority white (see page 28).

8. Forty-eight (48) or 69% of all junior and senior high school attendance units are majority black. Thirty-five (35) or 50% of all junior and senior high schools are 75% or more black (see page 28).

9. Of the total number of elementary, junior, and senior high school attendance units (174), thirty-seven (37), or 21% of the total number, are majority white. Stated another way, of the total 174 attendance units, 137, or 79% are majority black (see page 29).

10. One hundred (100) or 57% of all attendance units are 75% or more black (see page 29).

11. Of the total 174 attendance units, 121, or 70% of all attendance units, are 65% or more black (see page 29).

12. Eleven (11), or 6%, of the 174 attendance units, are 75% or more white (see page 29).

13. Fifty-one (51), or 29%, of all attendance units are 95% or more black.

REPORT SHOWING ENROLLMENT OF MEMPHIS CITY SCHOOL SYSTEM
FROM 1963-64 TO PRESENT

Revised
October 4, 1978
Division of Planning
Memphis City School System

SCHOOL YEAR	GRADES 1-6	GRADES 7-9	GRADES 10-12	TOTAL 1-12	KINDERGARTEN	SPECIAL EDUCATION	SYSTEM TOTAL	REMARKS
1963-64	W 30,108 (44.9%) B 36,119 (53.1%) T 66,227	W 13,685 (51.5%) B 12,905 (48.5%) T 26,590	W 11,623 (62.7%) B 6,992 (37.4%) T 18,327	W 55,416 (50.5%) B 54,016 (49.5%) T 109,432	W B T	W 513 (58.5%) B 364 (49.4%) T 877	W 55,731 (50.7%) B 54,280 (49.3%) T 110,011	
1964-65	W 29,931 (44.9%) B 35,291 (53.1%) T 66,222	W 13,538 (49.9%) B 13,590 (50.1%) T 27,128	W 11,921 (60.2%) B 7,909 (39.4%) T 19,830	W 54,190 (48.8%) B 56,790 (51.2%) T 110,980	W B T	W 587 (55.9%) B 464 (44.1%) T 1051	W 54,777 (48.9%) B 57,254 (51.1%) T 112,031	
1965-66	W 31,893 (46.5%) B 36,551 (53.4%) T 68,445	W 14,829 (50.5%) B 14,479 (49.5%) T 29,308	W 12,436 (58.5%) B 8,806 (41.5%) T 21,242	W 59,158 (49.7%) B 59,837 (50.3%) T 118,995	W B T	W 689 (55.9%) B 544 (44.1%) T 1233	W 59,847 (49.8%) B 60,381 (50.2%) T 120,228	Enrollment figures for this school year are greater than previous year as a function of the Annexation of Oakhaven, Parkway Village, and Fox Meadows area
1966-67	W 31,033 (45.5%) B 37,223 (54.5%) T 68,307	W 15,122 (49.8%) B 15,221 (50.2%) T 30,343	W 12,400 (53.8%) B 9,827 (46.2%) T 22,227	W 58,577 (48.5%) B 62,300 (51.5%) T 120,877	W 81 (12.2%) B 581 (87.8%) T 662	W 837 (57.4%) B 622 (42.6%) T 1459	W 59,495 (48.4%) B 63,503 (51.6%) T 122,998	
1967-68	W 30,473 (44.9%) B 37,344 (55.1%) T 67,817	W 14,912 (48.5%) B 15,793 (51.7%) T 30,705	W 12,421 (54.5%) B 10,361 (45.5%) T 22,782	W 57,809 (47.6%) B 63,700 (52.4%) T 121,508	W 26 (3.9%) B 640 (96.1%) T 666	W 963 (52.5%) B 871 (47.5%) T 1834	W 58,797 (47.4%) B 65,211 (52.6%) T 124,008	
1968-69	W 29,295 (43.7%) B 37,743 (56.3%) T 67,038	W 14,997 (47.8%) B 16,378 (52.2%) T 31,375	W 12,389 (52.9%) B 11,096 (47.2%) T 23,485	W 56,681 (46.5%) B 65,215 (53.5%) T 121,896	W 23 (3.4%) B 644 (96.6%) T 667	W 1097 (50.1%) B 1094 (49.9%) T 2191	W 57,801 (46.3%) B 66,953 (53.7%) T 124,754	
1969-70	W 29,932 (42.6%) B 40,272 (57.4%) T 70,204	W 15,633 (45.7%) B 18,561 (54.3%) T 34,194	W 13,234 (49.8%) B 13,320 (50.2%) T 26,554	W 58,799 (44.9%) B 72,153 (55.1%) T 130,952	W 207 (21.8%) B 742 (78.2%) T 949	W 1276 (49.0%) B 1326 (51.0%) T 2602	W 60,282 (44.8%) B 74,221 (55.2%) T 134,503	Mitchell Road, Levi, and Westwood area added this school year as a function of annexation.
1970-71	W 35,210 (46.3%) B 40,845 (53.7%) T 76,055	W 18,823 (49.2%) B 19,398 (50.8%) T 38,221	W 15,776 (52.6%) B 14,238 (47.4%) T 30,014	W 69,809 (48.4%) B 74,481 (51.6%) T 144,290	W 202 (21.5%) B 737 (78.5%) T 939	W 1358 (48.7%) B 1428 (51.3%) T 2786	W 71,369 (48.2%) B 76,646 (51.8%) T 148,015	Fairley, Hillcrest, Whitehaven area added via annexation this school year--also Memphis East Annexation area (Balmoral-Ridgeway) added at same time.
1971-72	W 31,834 (43.9%) B 40,638 (56.1%) T 72,472	W 17,934 (47.1%) B 20,137 (52.9%) T 38,071	W 16,151 (52.5%) B 14,593 (47.5%) T 30,744	W 65,919 (46.7%) B 75,368 (53.3%) T 141,305	W 572 (24.5%) B 1764 (75.5%) T 2336	W 1281 (44.1%) B 1623 (55.9%) T 2904	W 67,772 (46.2%) B 78,773 (53.8%) T 146,545	
1972-73 (October)	W 26,194 (39.2%) B 40,589 (60.8%) T 66,783	W 15,164 (42.9%) B 20,169 (57.1%) T 35,333	W 13,184 (50.3%) B 14,993 (49.7%) T 30,177	W 56,542 (42.7%) B 75,751 (57.3%) T 132,293	W 1217 (32.0%) B 2591 (68.0%) T 3808	W 1114 (37.0%) B 1898 (63.0%) T 3012	W 58,873 (42.3%) B 80,240 (57.7%) T 139,113	White's Chapel--Coro Lake area added via annexation this school year.
1972-73 (February)	W 21,671 (35.0%) B 40,138 (65.0%) T 61,809	W 13,097 (40.0%) B 19,610 (60.0%) T 32,707	W 14,408 (49.6%) B 14,657 (50.4%) T 29,065	W 49,176 (39.8%) B 74,425 (60.2%) T 123,601	W 1156 (30.9%) B 2583 (69.1%) T 3739	W 1080 (35.2%) B 1991 (64.8%) T 3071	W 51,412 (39.4%) B 78,999 (60.6%) T 130,411	
1973-74 (Actual) October, 1973	W 15,960 (28.4%) B 40,226 (71.6%) T 56,186	W 9,165 (31.4%) B 20,051 (68.6%) T 29,216	W 10,789 (41.6%) B 15,161 (58.4%) T 25,950	W 35,914 (32.3%) B 75,438 (67.7%) T 111,352	W 1494 (27.4%) B 3949 (72.6%) T 5443	W 940 (31.8%) B 2015 (68.2%) T 2955	W 38,348 (32.0%) B 81,402 (68.0%) T 119,750	Caplaville Annexation area (grades 4-6) added this year. South Raleigh area added: 2792 W - 2398.
1974-75 (Actual) October, 1974	W 14,353 (26.8%) B 39,237 (73.2%) T 53,610	W 8,306 (29.5%) B 20,348 (70.5%) T 28,654	W 8,476 (35.2%) B 15,612 (64.8%) T 24,088	W 31,335 (29.4%) B 75,217 (70.6%) T 106,552	W 2038 (29.8%) B 4810 (70.2%) T 6848	W 786 (32.1%) B 1660 (67.9%) T 2446	W 34,159 (29.5%) B 81,687 (70.5%) T 115,846	Caplaville Annexation area (grades 1-3) added this year.
1975-76 October, 1975	W 14,423 (27%) B 39,494 (73%) T 53,917	W 8,873 (30%) B 20,592 (70%) T 29,465	W 8,354 (34.4%) B 15,925 (65.6%) T 24,279	W 31,650 (29.4%) B 76,011 (70.6%) T 107,661	W 2416 (30.3%) B 5546 (69.7%) T 7962	W 766 (30%) B 1782 (70%) T 2548	W 34,832 (29.5%) B 83,339 (70.5%) T 118,171	North Raleigh Annexation added this year: 2723 W - 298 B.
1976-77 (Sept., 1976)	W 13,938 (26.3%) B 39,078 (73.7%) T 53,016	W 8,978 (29.3%) B 21,185 (70.2%) T 30,163	W 7,853 (33%) B 15,973 (67%) T 23,826	W 30,771 (28.8%) B 76,236 (71.2%) T 107,007	W 2421 (29.6%) B 5769 (70.4%) T 8190	W 656 (29%) B 1643 (71%) T 2299	W 33,848 (28.8%) B 83,648 (71.2%) T 117,496	Kirby-Hacks Crossroad, Blue Ridge Trafalgar Village Annexation Areas added: 650 W - 50 B.
1977-79 (Sept., 1977)	W 13,139 (25.1%) B 39,262 (74.9%) T 52,401	W 8,303 (28.6%) B 20,752 (71.4%) T 29,055	W 7,761(32.1%) B 16,377(67.9%) T 24,138	W 29,183 (27.6%) B 76,391 (72.4%) T 105,574	W 1954 (26.8%) B 5350 T 7304	W 617 (26.6%) B 1705 (73.4%) T 2322	W 31,754 (27.6%) B 83,446 (72.4%) T 115,200	
1978-79 (Sept., 1978)	W 12,481 (24.2%) B 39,151 (75.8%) T 51,634	W 7,557 (27.0%) B 20,437 (73.0%) T 27,994	W 7,444 (31.1%) B 16,522 (68.9%) T 23,966	W 27,484 (27.0%) B 76,112 (73.0%) T 103,596	W 1853 (25.5%) B 5414 (74.5%) T 7267	W 576 (25.9%) B 1645 (74.1%) T 2221	W 29,913 (26.5%) B 83,171 (73.5%) T 113,084	Hickory Hill - Winchester and Heritage Colony (South) added (403W - 7B). Whitten Heights added (219 W - 11 B) (grades 1-6).

REPORT SHOWING PROJECTED PLAN Z ENROLLMENTS OF ELEMENTARY SCHOOLS (APRIL 1973), NUMBER OF STUDENTS ASSIGNED TO ELEMENTARY SCHOOLS VIA PLAN Z (JUNE 1973), AND ENROLLMENTS OF ELEMENTARY SCHOOLS GRADES 1-6 (EXCLUSIVE OF KINDERGARTEN AND SPECIAL EDUCATION STUDENTS), FOR 1973-74, 1974-75, 1975-76, 1976-77, 1977-78, AND 1978-79 SCHOOL YEARS.

Revised
October 4, 1978
Division of Planning
Memphis City School System

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Alcy	1-3	W 225 (42%) B 308 (58%) T 533	W 117 (26%) B 334 (74%) T 451	W 114 (28%) B 300 (72%) T 414	W 190 (31%) B 415 (69%) T 605	W 194 (31%) B 427 (69%) T 621	W 86 (15%) B 486 (85%) T 572	W 54 (9%) B 552 (91%) T 606	W 18 (3%) B 522 (97%) T 540
Alton	1-3	W 0 (0%) B 744 (100%) T 744	W 2 (0%) B 647 (100%) T 649	W 1 (1%) B 638 (99%) T 639	W 1 (1%) B 615 (99%) T 616	W 2 (1%) B 601 (99%) T 603	W 0 (0%) B 547 (100%) T 547	W 0 (0%) B 590 (100%) T 590	W 1 (1%) B 526 (99%) T 527
Avon	Special Education	W 213 (58%) B 155 (42%) T 368	W 168 (65%) B 92 (35%) T 260	W 108 (52%) B 100 (48%) T 208	W 80 (45%) B 99 (55%) T 179	W 70 (39%) B 111 (61%) T 181	W 65 (39%) B 101 (61%) T 166	(Closed as 1-6 grade school)	(Closed as 1-6 grade school)
Balmoral	1-6	W 158 (59%) B 111 (41%) T 269	W 188 (53%) B 168 (47%) T 356	W 105 (40%) B 155 (60%) T 260	W 94 (40%) B 139 (60%) T 233	W 64 (32%) B 135 (68%) T 199	W 43 (27%) B 115 (73%) T 158	W 31 (23%) B 103 (77%) T 134	W 128 (37%) B 219 (63%) T 347
Berclair	5-6	W 304 (62%) B 189 (38%) T 493	W 255 (56%) B 198 (44%) T 453	W 169 (46%) B 198 (54%) T 367	W 171 (45%) B 213 (55%) T 384	W 142 (40%) B 214 (60%) T 356	W 117 (37%) B 199 (63%) T 316	W 85 (35%) B 157 (65%) T 242	W 65 (30%) B 152 (70%) T 217
Bethel Grove	3-4	W 403 (66%) B 209 (34%) T 612	W 334 (59%) B 229 (41%) T 563	W 120 (33%) B 246 (67%) T 366	W 74 (23%) B 245 (77%) T 319	W 68 (23%) B 223 (77%) T 291	W 48 (17%) B 224 (83%) T 272	W 57 (22%) B 206 (78%) T 263	W 42 (16%) B 223 (84%) T 265
Brookmeade	1-3	W 371 (48%) B 406 (52%) T 777	W 282 (39%) B 447 (61%) T 729	W 192 (35%) B 364 (65%) T 556	W 163 (32%) B 348 (68%) T 511	W 162 (32%) B 352 (68%) T 514	W 161 (31%) B 362 (69%) T 523	W 169 (31%) B 386 (69%) T 555	W 144 (27%) B 385 (73%) T 529

*Does not include Kindergarten or Special Education Students.

PLAN 2 ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Brownsville	1-6	W 743 (82%) B 158 (18%) T 901	W 743 (82%) B 158 (18%) T 901	W 598 (84%) B 114 (16%) T 712	W 633 (87%) B 91 (13%) T 724	W 628 (87%) B 91 (13%) T 719	W 667 (88%) B 94 (12%) T 761	W 720 (88%) B 98 (12%) T 818	W 721 (88%) B 99 (12%) T 820
Bruce	1-6	W 187 (43%) B 245 (57%) T 432	W 182 (41%) B 261 (59%) T 443	W 163 (39%) B 255 (61%) T 418	W 152 (36%) B 276 (64%) T 428	W 134 (29%) B 329 (71%) T 463	W 143 (29%) B 356 (71%) T 499	W 121 (25%) B 363 (75%) T 484	W 120 (24%) B 383 (76%) T 503
Caldwell	1-6	W - (0%) B 1243 (100%) T 1243	W 1 (0%) B 1276 (100%) T 1277	W 2 (1%) B 1198 (99%) T 1200	W 5 (1%) B 1148 (99%) T 1153	W 5 (1%) B 1080 (99%) T 1085	W 4 (1%) B 1012 (99%) T 1016	W 1 (1%) B 961 (99%) T 962	W 1 (1%) B 969 (99%) T 970
Campus	1-6		W 276 (52%) B 251 (48%) T 527	W 293 (53%) B 263 (47%) T 556	W 275 (51%) B 263 (49%) T 538	W 260 (50%) B 255 (50%) T 515	W 277 (52%) B 252 (48%) T 529	W 275 (53%) B 247 (47%) T 522	W 275 (53%) B 246 (47%) T 521
Carnes	1-6	W 18 (2%) B 959 (98%) T 977	W 15 (2%) B 857 (98%) T 872	W 7 (1%) B 945 (99%) T 952	W 10 (1%) B 951 (99%) T 961	W 7 (1%) B 960 (99%) T 967	W 2 (1%) B 996 (99%) T 998	W 2 (1%) B 921 (99%) T 923	W 5 (1%) B 929 (99%) T 934
Charjean	4-6	W 184 (34%) B 352 (66%) T 536	W 146 (29%) B 357 (71%) T 503	W 157 (30%) B 359 (70%) T 516	W 140 (29%) B 344 (71%) T 484	W 110 (23%) B 362 (77%) T 472	W 73 (16%) B 371 (84%) T 444	W 45 (9%) B 452 (91%) T 497	W 29 (3%) B 468 (97%) T 497
Cherokee	1-6	W 365 (43%) B 486 (57%) T 851	W 278 (36%) B 503 (64%) T 781	W 257 (33%) B 529 (67%) T 786	W 219 (27%) B 578 (73%) T 797	W 189 (23%) B 635 (77%) T 824	W 172 (20%) B 683 (80%) T 855	W 85 (8%) B 939 (92%) T 1024	W 52 (6%) B 798 (94%) T 850
Chicago Park	1-3	W 250 (50%) B 251 (50%) T 501	W 195 (47%) B 221 (53%) T 416	W 63 (25%) B 194 (75%) T 257	W 56 (24%) B 181 (76%) T 237	W 49 (20%) B 200 (80%) T 249	W 41 (17%) B 197 (83%) T 238	W 37 (16%) B 199 (84%) T 236	W 24 (12%) B 178 (88%) T 202

*Does not include Kindergarten or Special Education Students

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Coleman	1-6	W 564 (71%) B 236 (29%) T 800	W 564 (71%) B 236 (29%) T 800	W 503 (69%) B 227 (31%) T 730	W 528 (67%) B 263 (33%) T 791	W 437 (66%) B 224 (34%) T 661	W 435 (67%) B 216 (33%) T 651	W 450 (68%) B 214 (32%) T 664	W 401 (64%) B 230 (36%) T 631
Colonial	5-6	W 452 (56%) B 357 (44%) T 809	W 409 (58%) B 293 (42%) T 702	W 199 (40%) B 295 (60%) T 494	W 143 (36%) B 250 (64%) T 393	W 104 (29%) B 251 (71%) T 355	W 94 (27%) B 254 (73%) T 348	W 61 (21%) B 223 (79%) T 284	W 64 (25%) B 197 (75%) T 261
Corning	1-3	W 216 (40%) B 320 (60%) T 536	W 141 (32%) B 298 (68%) T 439	W 115 (30%) B 264 (70%) T 379	W 103 (26%) B 296 (74%) T 399	W 107 (24%) B 336 (76%) T 443	W 117 (27%) B 318 (73%) T 435	W 116 (25%) B 345 (75%) T 461	W 108 (24%) B 337 (76%) T 445
Coro Lake	1-6	W 177 (44%) B 223 (56%) T 400	W 185 (47%) B 210 (53%) T 395	W 163 (43%) B 215 (57%) T 378	W 162 (45%) B 202 (55%) T 364	W 168 (45%) B 206 (55%) T 374	W 162 (46%) B 191 (54%) T 353	W 154 (47%) B 176 (53%) T 330	W 129 (42%) B 178 (58%) T 307
Cromwell	1-3	W 287 (42%) B 390 (58%) T 677	W 268 (42%) B 372 (58%) T 640	W 143 (30%) B 337 (70%) T 480	W 122 (28%) B 313 (72%) T 435	W 121 (28%) B 316 (72%) T 437	W 113 (26%) B 325 (74%) T 438	W 97 (23%) B 334 (77%) T 431	W 101 (28%) B 257 (72%) T 358
Cummings	1-6	W 0 (0%) B 1165 (100%) T 1165	W 0 (0%) B 949 (100%) T 949	W 0 (0%) B 921 (100%) T 921	W 1 (1%) B 866 (99%) T 867	W 0 (0%) B 844 (100%) T 844	W 0 (0%) B 774 (100%) T 774	W 0 (0%) B 749 (100%) T 749	W 0 (0%) B 710 (100%) T 710
Delano	5-6	W 144 (51%) B 139 (49%) T 283	W 145 (48%) B 158 (52%) T 303	W 144 (48%) B 155 (52%) T 299	W 118 (42%) B 164 (58%) T 282	W 113 (38%) B 184 (62%) T 297	W 115 (34%) B 224 (66%) T 339	W 71 (24%) B 231 (76%) T 302	W 51 (19%) B 221 (81%) T 272
Denver	1-6	W 398 (63%) B 231 (37%) T 629	W 412 (66%) B 215 (34%) T 627	W 367 (66%) B 193 (34%) T 560	W 320 (62%) B 196 (38%) T 516	W 305 (64%) B 173 (36%) T 478	W 294 (58%) B 209 (42%) T 503	W 280 (57%) B 213 (43%) T 493	W 274 (56%) B 218 (44%) T 492
Double Tree	1-6							W 3 (1%) B 426 (99%) T 429	W 9 (2%)** B 429 (98%) T 438

*Does not include Kindergarten or Special Education

**Denotes school with Optional Program

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Douglass	4-6	W 272 (43%) B 358 (57%) T 630	W 64 (15%) B 352 (85%) T 416	W 106 (24%) B 338 (76%) T 444	W 126 (29%) B 308 (71%) T 434	W 120 (31%) B 269 (69%) T 389	W 126 (34%) B 244 (66%) T 370	W 118 (37%) B 203 (63%) T 321	W 105 (35%) B 191 (65%) T 296
Dunbar	1-3	W 341 (51%) B 329 (49%) T 670	W 318 (50%) B 319 (50%) T 637	W 58 (17%) B 281 (83%) T 339	W 62 (20%) B 254 (80%) T 316	W 44 (15%) B 243 (85%) T 287	W 25 (9%) B 260 (91%) T 285	W 11 (4%) B 274 (96%) T 285	W 11 (4%) B 298 (96%) T 309
Dunn	4-6	W 197 (44%) B 254 (56%) T 451	W 186 (42%) B 252 (58%) T 438	W 92 (27%) B 249 (73%) T 341	W 107 (31%) B 243 (69%) T 350	W 99 (29%) B 242 (71%) T 341	W 101 (32%) B 214 (68%) T 315	W 53 (22%) B 189 (78%) T 242	W 57 (24%) B 184 (76%) T 241
East	4-6	W 359 (50%) B 353 (50%) T 712	W 300 (45%) B 366 (55%) T 666	W 221 (37%) B 374 (63%) T 595	W 178 (33%) B 361 (67%) T 539	W 132 (26%) B 377 (74%) T 509	W 117 (25%) B 351 (75%) T 468	W 102 (22%) B 370 (78% T 472	W 86 (19%) B 372 (81%) T 458
Evans	1-6	W 448 (56%) B 346 (44%) T 794	W 414 (55%) B 337 (45%) T 751	W 225 (41%) B 329 (59%) T 554	W 164 (33%) B 327 (67%) T 491	W 121 (29%) B 290 (71%) T 411	W 79 (23%) B 268 (77%) T 347	W 60 (19%) B 259 (81%) T 319	W 117 (25%) B 345 (75%) T 462
Fairley	1-6	W 432 (42%) B 603 (58%) T 1035	W 227 (27%) B 605 (73%) T 832	W 180 (20%) B 710 (80%) T 890	W 112 (12%) B 807 (88%) T 919	W 99 (12%) B 738 (88%) T 837	W 128 (14%) B 789 (86%) T 917	W 77 (8%) B 881 (92%) T 958	W 50 (5%) B 881 (95%) T 931
Florida	1-6	W 0 (0%) B 778 (100%) T 778	W 0 (0%) B 768 (100%) T 768	W 0 (0%) B 663 (100%) T 663	W 0 (0%) B 599 (100%) T 599	W 2 (1%) B 552 (99%) T 554	W 2 (1%) B 484 (99%) T 486	W 2 (1%) B 406 (99%) T 408	W 1 (1%) B 379 (99%) T 380
Ford Road	4-6	W 465 (61%) B 292 (39%) T 757	W 380 (50%) B 374 (50%) T 754	W 186 (34%) B 354 (66%) T 540	W 194 (25%) B 569 (75%) T 763	W 157 (22%) B 550 (78%) T 707	W 117 (16%) B 595 (84%) T 712	W 103 (16%) B 555 (84%) T 658	W 88 (13%) B 614 (87%) T 702

*Does not include Kindergarten or Special Education Students.

PLAN 2 ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Fox Meadows	1-2	W 295 (57%) B 221 (43%) T 516	W 253 (54%) B 214 (46%) T 467	W 143 (43%) B 187 (57%) T 330	W 130 (40%) B 196 (60%) T 326	W 139 (42%) B 194 (58%) T 333	W 127 (35%) B 234 (65%) T 361	W 121 (33% B 242 (67%) T 363	W 73 (25%) B 223 (75%) T 296
Frayser	1-6	W 392 (57%) B 291 (43%) T 683	W 236 (42%) B 326 (58%) T 562	W 215 (40%) B 322 (60%) T 537	W 215 (39%) B 332 (61%) T 547	W 232 (40%) B 343 (60%) T 575	W 251 (47%) B 288 (53%) T 539	W 265 (46%) B 309 (54%) T 574	W 234 (47%) B 266 (53%) T 500
Gardenview	3-4	W 379 (52%) B 352 (48%) T 731	W 411 (56%) B 329 (44%) T 740	W 289 (48%) B 308 (52%) T 597	W 276 (48%) B 297 (52%) T 573	W 277 (52%) B 257 (48%) T 534	W 228 (44%) B 294 (56%) T 522	W 200 (34%) B 392 (66%) T 592	W 187 (29%) B 464 (71%) T 651
Georgia Avenue	1-6	W 0 (0%) B 934 (100%) T 934	W 0 (0%) B 1115 (100%) T 1115	W 2 (1%) B 1155 (99%) T 1157	W 0 (0%) B 1079 (100%) T 1079	W 0 (0%) B 1064 (100%) T 1064	W 0 (0%) B 998 (100%) T 998	W 0 (0%) B 956 (100%) T 956	W 3 (1%) B 847 (99%) T 850
Georgian Hills	4-6	W 297 (56%) B 230 (44%) T 527	W 287 (55%) B 233 (45%) T 520	W 200 (50%) B 201 (50%) T 401	W 184 (53%) B 165 (47%) T 349	W 153 (48%) B 168 (52%) T 321	W 124 (46%) B 144 (54%) T 268	W 90 (38%) B 144 (62%) T 234	W 86 (34%) B 165 (66%) T 251
Goodlett	4-6	W 519 (71%) B 208 (29%) T 727	W 500 (74%) B 174 (26%) T 674	W 465 (73%) B 172 (27%) T 637	W 441 (73%) B 162 (27%) T 603	W 410 (70%) B 178 (30%) T 588	W 381 (68%) B 178 (32%) T 559	W 335 (68%) B 159 (32%) T 494	W 310 (66%) B 158 (34%) T 468
Gordon	4-6	W 394 (51%) B 380 (49%) T 774	W 333 (45%) B 410 (55%) T 743	W 128 (24%) B 399 (76%) T 527	W 99 (20%) B 393 (80%) T 492	W 91 (19%) B 396 (81%) T 487	W 93 (20%) B 380 (80%) T 473	W 69 (17%) B 348 (83%) T 417	W 49 (13%) B 338 (87%) T 387
Grahamwood	1-3	W 339 (45%) B 413 (55%) T 752	W 246 (37%) B 424 (63%) T 670	W 185 (31%) B 403 (69%) T 588	W 144 (25%) B 442 (75%) T 586	W 126 (22%) B 443 (78%) T 569	W 134 (22%) B 484 (78%) T 618	W 113 (19%) B 478 (81%) T 591	W 86 (15%) B 487 (85%) T 573

*Does not include Kindergarten or Special Education.

PLAN 2 ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Grandview Heights	1-3	W 379 (52%) B 352 (48%) T 731	W 217 (37%) B 369 (63%) T 586	W 208 (37%) B 348 (63%) T 556	W 203 (38%) B 328 (62%) T 531	W 166 (35%) B 312 (65%) T 478	W 171 (33%) B 343 (67%) T 514	W 174 (32%) B 372 (68%) T 546	W 132 (26%) B 376 (74%) T 508
Grant	1-3	W 288 (44%) B 368 (56%) T 656	W 168 (30%) B 391 (70%) T 559	W 107 (24%) B 339 (76%) T 446	W 112 (28%) B 289 (72%) T 401	W 103 (29%) B 258 (71%) T 361	W 114 (32%) B 239 (68%) T 353	W 94 (24%) B 298 (76%) T 392	W 74 (21%) B 283 (79%) T 357
Graves	1-6	W 312 (49%) B 319 (51%) T 631	W 112 (26%) B 327 (74%) T 439	W 106 (23%) B 348 (77%) T 454	W 100 (16%) B 541 (84%) T 641	W 81 (13%) B 560 (87%) T 641	W 51 (7%) B 708 (93%) T 759	W 46 (6%) B 747 (94%) T 793	W 28 (5%) B 573 (95%) T 601
Guthrie	4-6	W 232 (42%) B 326 (58%) T 558	W 163 (31%) B 356 (69%) T 519	W 60 (14%) B 384 (86%) T 444	W 73 (17%) B 339 (83%) T 412	W 62 (16%) B 331 (84%) T 393	W 50 (14%) B 307 (86%) T 357	W 42 (13%) B 292 (87%) T 334	W 28 (8%) B 304 (92%) T 332
Hamilton	4-6	W 378 (39%) B 585 (61%) T 963	W 316 (36%) B 556 (64%) T 872	W 99 (15%) B 540 (85%) T 639	W 95 (11%) B 740 (89%) T 835	W 101 (13%) B 677 (87%) T 778	W 82 (11%) B 657 (89%) T 739	W 49 (7%) B 638 (93%) T 687	W 40 (6%) B 628 (94%) T 668
Hanley	3-4	W 418 (55%) B 347 (45%) T 765	W 363 (55%) B 297 (45%) T 660	W 73 (19%) B 306 (81%) T 379	W 52 (16%) B 278 (84%) T 330	W 47 (17%) B 230 (83%) T 277	W 30 (12%) B 215 (88%) T 245	W 26 (10%) B 230 (90%) T 256	W 15 (6%) B 224 (94%) T 239
Hawkins Mill	1-6	W 424 (61%) B 272 (39%) T 696	W 475 (61%) B 301 (39%) T 776	W 402 (54%) B 339 (46%) T 741	W 388 (48%) B 424 (52%) T 812	W 336 (43%) B 439 (57%) T 775	W 229 (33%) B 473 (67%) T 702	W 184 (27%) B 509 (73%) T 693	W 137 (20%) B 555 (80%) T 692
A. B. Hill	1-6	W 0 (0%) B 774 (100%) T 774	W 3 (0%) B 729 (100%) T 732	W 2 (1%) B 732 (99%) T 734	W 3 (1%) B 663 (99%) T 666	W 2 (1%) B 631 (99%) T 633	W 1 (1%) B 592 (99%) T 593	W 1 (1%) B 710 (99%) T 711	W 1 (1%) B 695 (99%) T 696

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Hollywood	3-4	W 376 (56%) B 293 (44%) T 669	W 324 (42%) B 449 (58%) T 773	W 70 (14%) B 434 (86%) T 504	W 75 (18%) B 344 (82%) T 419	W 65 (16%) B 349 (84%) T 414	W 70 (17%) B 353 (83%) T 423	W 52 (14%) B 321 (86%) T 373	W 51 (15%) B 295 (85%) T 346
Idlewild	1-3	W 177 (46%) B 206 (54%) T 383	W 134 (41%) B 191 (59%) T 325	W 126 (39%) B 195 (61%) T 321	W 125 (40%) B 185 (60%) T 310	W 108 (36%) B 188 (64%) T 296	W 126 (39%) B 201 (61%) T 327	W 113 (30%) B 259 (70%) T 372	W 117 (33%) B 238 (67%) T 355
Jackson	1-3	W 323 (49%) B 342 (51%) T 665	W 155 (32%) B 325 (68%) T 480	W 183 (38%) B 305 (62%) T 488	W 192 (40%) B 286 (60%) T 478	W 179 (41%) B 253 (59%) T 432	W 173 (40%) B 263 (60%) T 436	W 191 (45%) B 233 (55%) T 424	W 172 (40%) B 259 (60%) T 431
Kansas	1-6	W 0 (0%) B 742 (100%) T 742	W 3 (0%) B 697 (100%) T 700	W 0 (0%) B 632 (100%) T 632	W 0 (0%) B 637 (100%) T 637	W 0 (0%) B 549 (100%) T 549	W 0 (0%) B 521 (100%) T 521	W 0 (0%) B 415 (100%) T 415	W 0 (0%) B 402 (100%) T 402
Kingsbury	5-6	W 398 (62%) B 247 (38%) T 645	W 357 (46%) B 421 (54%) T 778	W 232 (36%) B 409 (64%) T 641	W 173 (31%) B 393 (69%) T 566	W 158 (30%) B 375 (70%) T 533	W 137 (29%) B 340 (71%) T 477	W 131 (27%) B 360 (73%) T 491	W 114 (24%) B 368 (76%) T 482
Klondike	3-4	W 159 (47%) B 180 (53%) T 339	W 119 (37%) B 203 (63%) T 322	W 77 (26%) B 215 (74%) T 292	W 79 (28%) B 207 (72%) T 286	W 65 (23%) B 215 (77%) T 280	W 63 (21%) B 234 (79%) T 297	W 47 (15%) B 267 (85%) T 314	W 28 (10%) B 260 (90%) T 288
Knight Road	1-3	W 576 (77%) B 174 (23%) T 750	W 441 (67%) B 217 (33%) T 658	W 414 (66%) B 212 (34%) T 626	W 377 (66%) B 198 (34%) T 575	W 381 (62%) B 229 (38%) T 610	W 390 (67%) B 189 (33%) T 579	W 409 (67%) B 199 (33%) T 608	W 396 (65%) B 216 (35%) T 612
Lakeview	1-6	W 291 (45%) B 356 (55%) T 647	W 172 (55%) B 140 (45%) T 312	W 54 (31%) B 122 (69%) T 176	W 87 (33%) B 173 (67%) T 260	W 74 (17%) B 354 (83%) T 428	W 37 (9%) B 370 (91%) T 407	W 39 (10%) B 360 (90%) T 399	W 37 (9%) B 373 (91%) T 410

*Does not include Kindergarten or Special Education Students

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
LaRose	1-6	W 0 (0%) B 1225 (100%) T 1225	W 0 (0%) B 1265 (100%) T 1265	W 0 (0%) B 1163 (100%) T 1163	W 0 (0%) B 1083 (100%) T 1083	W 0 (0%) B 1116 (100%) T 1116	W 1 (0%) B 974 (100%) T 975	W 0 (0%) B 905 (100%) T 905	W 1 (1%) B 840 (99%) T 841
Lauderdale	1-6	W 0 (0%) B 609 (100%) T 609	W 0 (0%) B 664 (100%) T 664	W 0 (0%) B 612 (100%) T 612	W 0 (0%) B 601 (100%) T 601	W 0 (0%) B 551 (100%) T 551	W 0 (0%) B 526 (100%) T 526	W 2 (1%) B 519 (99%) T 521	W 1 (1%) B 479 (99%) T 480
Leath	1-6	W 0 (0%) B 428 (100%) T 428	W 0 (0%) B 453 (100%) T 453	W 0 (0%) B 374 (100%) T 374	W 0 (0%) B 338 (100%) T 338	W 0 (0%) B 322 (100%) T 322	W 0 (0%) B 294 (100%) T 294	W 4 (1%) B 268 (99%) T 272	W 0 (0%) B 244 (100%) T 244
Levi	1-3	W 352 (44%) B 449 (56%) T 801	W 228 (34%) B 440 (66%) T 668	W 77 (16%) B 409 (84%) T 486	W 68 (15%) B 397 (85%) T 465	W 81 (17%) B 385 (83%) T 466	W 69 (15%) B 401 (85%) T 470	W 76 (15%) B 418 (85%) T 494	W 53 (12%) B 382 (88%) T 435
Lincoln	1-6	W 0 (0%) B 607 (100%) T 607	W 0 (0%) B 606 (100%) T 606	W 1 (1%) B 559 (99%) T 560	W 0 (0%) B 494 (100%) T 494	W 0 (0%) B 467 (100%) T 467	W 0 (0%) B 430 (100%) T 430	W 1 (1%) B 443 (99%) T 444	W 1 (1%) B 388 (99%) T 389
Locke	1-6	W 0 (0%) B 832 (100%) T 832	W 2 (0%) B 867 (100%) T 869	W 0 (0%) B 734 (100%) T 734	W 0 (0%) B 640 (100%) T 640	W 0 (0%) B 604 (100%) T 604	W 2 (1%) B 521 (99%) T 523	W 1 (1%) B 507 (99%) T 508	W 0 (0%) B 488 (100%) T 488
Longview	4-6	W 0 (0%) B 812 (100%) T 812	W 3 (0%) B 761 (100%) T 764	W 3 (1%) B 751 (99%) T 754	W 3 (1%) B 712 (99%) T 715	W 0 (0%) B 687 (100%) T 687	W 0 (0%) B 562 (100%) T 562	W 0 (0%) B 522 (100%) T 522	W 0 (0%) B 502 (100%) T 502
Macon	1-2	W 243 (57%) B 183 (43%) T 426	W 212 (50%) B 213 (50%) T 425	W 131 (42%) B 181 (58%) T 312	W 114 (39%) B 180 (61%) T 294	W 115 (39%) B 177 (61%) T 292	W 138 (42%) B 190 (58%) T 328	W 110 (42%) B 155 (58%) T 265	W 82 (35%) B 152 (65%) T 234

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Magnolia	4-6	W 296 (43%) B 391 (57%) T 687	W 302 (44%) B 392 (56%) T 694	W 85 (18%) B 382 (82%) T 467	W 66 (16%) B 352 (84%) T 418	W 53 (13%) B 363 (87%) T 416	W 43 (13%) B 290 (87%) T 333	W 22 (7%) B 275 (93%) T 297	W 27 (6%) B 439 (94%) T 466
Mallory Heights	(Closed)	W 0 (0%) B 431 (100%) T 431	W 23 (5%) B 396 (95%) T 419	W 18 (5%) B 378 (95%) T 396	W 9 (5%) B 171 (95%) T 180	W 9 (5%) B 179 (95%) T 188	W 4 (2%) B 194 (98%) T 198	(CLOSED)	(CLOSED)
Manor Lake	1-6	W 371 (40%) B 560 (60%) T 931	W 216 (25%) B 653 (75%) T 869	W 169 (19%) B 718 (81%) T 887	W 118 (13%) B 797 (87%) T 915	W 82 (11%) B 692 (89%) T 774	W 13 (2%) B 731 (98%) T 744	W 14 (2%) B 701 (98%) T 715	W 5 (1%) B 673 (99%) T 678
Newberry	1-6	W 416 (66%) B 211 (34%) T 627	W 426 (68%) B 202 (32%) T 628	W 252 (54%) B 214 (46%) T 466	W 196 (44%) B 245 (56%) T 441	W 156 (37%) B 264 (63%) T 420	W 116 (32%) B 247 (68%) T 363	W 80 (26%) B 228 (74%) T 308	W 131 (28%) B 336 (72%) T 467
Norris	1-3	W 336 (51%) B 317 (49%) T 653	W 245 (44%) B 312 (56%) T 557	W 33 (9%) B 317 (91%) T 350	W 23 (8%) B 279 (92%) T 302	W 18 (6%) B 303 (94%) T 321	W 72 (17%) B 357 (83%) T 429	W 65 (14%) B 385 (86%) T 450	W 35 (8%) B 403 (92%) T 438
Oakhaven	4-6	W 433 (52%) B 407 (48%) T 840	W 320 (42%) B 446 (58%) T 766	W 280 (37%) B 469 (63%) T 749	W 260 (37%) B 447 (63%) T 707	W 200 (29%) B 497 (71%) T 697	W 169 (37%) B 288 (63%) T 457	W 157 (34%) B 302 (66%) T 459	W 150 (32%) B 318 (68%) T 468
Oakshire	4-6	W 475 (59%) B 328 (41%) T 803	W 562 (66%) B 289 (34%) T 851	W 378 (57%) B 284 (43%) T 662	W 268 (58%) B 195 (42%) T 463	W 200 (52%) B 181 (48%) T 381	W 143 (46%) B 167 (54%) T 310	W 113 (42%) B 157 (58%) T 270	W 102 (37%) B 171 (63%) T 273
Orleans	1-6	W 0 (0%) B 448 (100%) T 448	W 0 (0%) B 456 (100%) T 456	W 1 (1%) B 445 (99%) T 446	W 1 (1%) B 453 (99%) T 454	W 2 (1%) B 441 (99%) T 443	W 2 (1%) B 474 (99%) T 476	W 1 (1%) B 460 (99%) T 461	W 1 (1%) B 461 (99%) T 462

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973
Peabody	1-6	W 196 (42%) B 272 (58%) T 468	W 197 (38%) B 325 (62%) T 522
Prospect	1-2	W 169 (49%) B 177 (51%) T 346	W 104 (34%) B 206 (66%) T 310
Raineshaven	1-6	W 290 (45%) B 353 (55%) T 643	W 122 (25%) B 375 (75%) T 497
Raleigh-Bartlett Meadows	1-6	W 361 (72%) B 139 (28%) T 500	W 361 (72%) B 139 (28%) T 500
Richland	1-6	W 497 (60%) B 331 (40%) T 828	W 469 (60%) B 318 (40%) T 787
Ridgeway	1-6	W 160 (58%) B 114 (42%) T 274	W 218 (60%) B 146 (40%) T 364
Riverview	1-6	W 0 (0%) B 942 (100%) T 942	W 7 (0%) B 945 (100%) T 952
Rozelle	4-6	W 171 (45%) B 210 (55%) T 381	W 139 (42%) B 193 (58%) T 332

*TOTAL 1-6 ENROLLMENT

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
	W 199 (38%) B 327 (62%) T 526	W 162 (31%) B 360 (69%) T 522	W 147 (30%) B 342 (70%) T 489	W 131 (29%) B 317 (71%) T 448	W 105 (24%) B 324 (76%) T 429	W 95 (21%) B 347 (79%) T 442
	W 26 (16%) B 139 (84%) T 165	W 23 (15%) B 132 (85%) T 155	W 29 (16%) B 155 (84%) T 184	W 27 (16%) B 137 (84%) T 164	W 33 (19%) B 141 (81%) T 174	W 14 (9%) B 136 (91%) T 150
	W 108 (24%) B 342 (76%) T 450	W 69 (17%) B 345 (83%) T 414	W 63 (14%) B 397 (86%) T 460	W 103 (29%) B 248 (71%) T 351	W 95 (21%) B 359 (79%) T 454	W 86 (17%) B 411 (83%) T 497
	W 301 (73%) B 111 (27%) T 412	W 387 (77%) B 115 (13%) T 502	W 443 (80%) B 110 (20%) T 553	W 674 (82%) B 152 (18%) T 826	W 748 (83%) B 150 (17%) T 898	W 737 (81%) B 175 (19%) T 912
	W 324 (52%) B 297 (48%) T 621	W 256 (49%) B 271 (51%) T 527	W 211 (46%) B 250 (54%) T 461	W 306 (52%) B 277 (48%) T 583	W 330 (55%) B 270 (45%) T 600	W 321 (53%) B 285 (47%) T 606
	W 135 (48%) B 144 (52%) T 279	W 111 (44%) B 144 (56%) T 255	W 157 (54%) B 132 (46%) T 289	W 239 (65%) B 129 (35%) T 368	W 318 (74%) B 113 (26%) T 431	W 314 (76%) B 97 (24%) T 411
	W 1 (1%) B 956 (99%) T 957	W 0 (0%) B 869 (100%) T 869	W 1 (1%) B 858 (99%) T 859	W 1 (1%) B 811 (99%) T 812	W 2 (1%) B 788 (99%) T 790	W 0 (0%) B 737 (100%) T 737
	W 117 (36%) B 207 (64%) T 324	W 91 (33%) B 187 (67%) T 278	W 80 (29%) B 195 (71%) T 275	W 73 (27%) B 200 (73%) T 273	W 54 (20%) B 210 (80%) T 264	W 46 (21%) B 176 (79%) T 222

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Scenic Hills	1-6	W 707 (73%) B 268 (27%) T 975	W 707 (73%) B 268 (27%) T 975	W 268 (61%) B 172 (39%) T 440	W 243 (61%) B 157 (39%) T 400	W 268 (64%) B 151 (36%) T 419	W 306 (68%) B 144 (32%) T 450	W 283 (65%) B 143 (35%) T 436	W 279 (68%) B 132 (32%) T 411
Sea Isle	1-2	W 295 (45%) B 362 (55%) T 657	W 255 (42%) B 346 (58%) T 601	W 110 (28%) B 289 (72%) T 399	W 98 (30%) B 225 (70%) T 323	W 76 (23%) B 255 (77%) T 331	W 59 (17%) B 279 (83%) T 338	W 46 (15%) B 257 (85%) T 303	W 50 (17%) B 246 (83%) T 296
Shady Grove	1-6	W 342 (57%) B 259 (43%) T 601	W 247 (53%) B 223 (47%) T 470	W 175 (48%) B 186 (52%) T 361	W 119 (44%) B 151 (56%) T 270	W 112 (42%) B 155 (58%) T 267	W 90 (41%) B 127 (59%) T 217	W 88 (54%) B 76 (46%) T 164	W 241 (63%) B 144 (37%) T 385
Shannon	4-6	W 352 (48%) B 376 (52%) T 728	W 171 (31%) B 373 (69%) T 544	W 140 (28%) B 365 (72%) T 505	W 131 (26%) B 370 (74%) T 501	W 108 (23%) B 355 (77%) T 463	W 89 (21%) B 335 (79%) T 424	W 73 (19%) B 316 (81%) T 389	W 52 (13%) B 344 (87%) T 396
Sharpe	1-6	W 192 (44%) B 242 (56%) T 434	W 141 (38%) B 228 (62%) T 369	W 129 (34%) B 250 (66%) T 379	W 104 (28%) B 270 (72%) T 374	W 82 (22%) B 293 (78%) T 375	W 61 (15%) B 351 (85%) T 412	W 122 (30%) B 287 (70%) T 409	W 105 (24%) B 337 (76%) T 442
Sheffield	1-6	W 391 (67%) B 190 (33%) T 581	W 396 (68%) B 184 (32%) T 580	W 371 (67%) B 185 (33%) T 556	W 436 (70%) B 184 (30%) T 620	W 409 (69%) B 186 (31%) T 595	W 492 (72%) B 193 (28%) T 685	W 517 (71%) B 216 (29%) T 733	W 473 (70%) B 199 (30%) T 672
Sherwood	1-3	W 334 (39%) B 526 (61%) T 860	W 260 (34%) B 507 (66%) T 767	W 160 (25%) B 486 (75%) T 646	W 108 (20%) B 445 (80%) T 553	W 135 (24%) B 437 (76%) T [illegible]	W 145 (24%) B 453 (76%) T 598	W 132 (23%) B 436 (77%) T 568	W 98 (18%) B 461 (82%) T 559
Snowden	4-6	W [illegible] (42%) B 185 (58%) T 320	W 189 (40%) B 281 (60%) T 470	W 168 (35%) B 312 (65%) T 480	W 158 (33%) B 320 (67%) T 478	W 121 (25%) B 359 (75%) T 480	W 110 (24%) B 340 (76%) T 450	W 112 (26%) B 324 (74%) T 436	W 122 (26%) B 352 (74%) T 474

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
South Park	1-3	W 243 (46%) B 281 (54%) T 524	W 212 (46%) B 247 (54%) T 459	W 162 (43%) B 213 (57%) T 375	W 134 (43%) B 180 (57%) T 314	W 154 (45%) B 186 (55%) T 340	W 133 (39%) B 211 (61%) T 344	W 127 (38%) B 203 (62%) T 330	W 110 (37%) B 185 (63%) T 295
Springdale	1-6	W 297 (60%) B 198 (40%) T 495	W 263 (56%) B 207 (44%) T 470	W 109 (35%) B 201 (65%) T 310	W 89 (32%) B 186 (68%) T 275	W 75 (30%) B 184 (70%) T 259	W 66 (27%) B 181 (73%) T 247	W 108 (30%) B 248 (70%) T 356	W 120 (33%)** B 244 (67%) T 364
Stafford	1-6	W 0 (0%) B 468 (100%) T 468	W 0 (0%) B 469 (100%) T 469	W 0 (0%) B 461 (100%) T 461	W 0 (0%) B 453 (100%) T 453	W 0 (0%) B 481 (100%) T 481	W 0 (0%) B 506 (100%) T 506	W 0 (0%) B 517 (100%) T 517	W 0 (0%) B 506 (100%) T 506
Treadwell	1-6	W 695 (69%) B 310 (31%) T 1005	W 471 (63%)* B 278 (37%) T 749	W 496 (67%) B 244 (33%) T 740	W 538 (67%) B 264 (33%) T 802	W 528 (67%) B 257 (33%) T 785	W 483 (64%) B 274 (36%) T 757	W 482 (60%) B 322 (40%) T 804	W 467 (57%) B 346 (43%) T 813
Vollintine	1-3	W 197 (40%) B 298 (60%) T 495	W 146 (36%) B 265 (64%) T 411	W 127 (29%) B 312 (71%) T 439	W 117 (26%) B 329 (74%) T 446	W 131 (26%) B 375 (74%) T 506	W 104 (20%) B 419 (80%) T 523	W 95 (17%) B 465 (83%) T 560	W 56 (12%) B 395 (88%) T 451
Walker	1-6	W 286 (44%) B 361 (56%) T 647	W 90 (21%) B 342 (79%) T 432	W 84 (19%) B 360 (81%) T 444	W 83 (14%) B 495 (86%) T 578	W 40 (7%) B 508 (93%) T 548	W 24 (4%) B 646 (96%) T 670	W 21 (3%) B 647 (97%) T 668	W 25 (4%) B 617 (96%) T 642
Wells Station	1-2	W 332 (55%) B 273 (45%) T 605	W 287 (36%) B 518 (64%) T 805	W 182 (30%) B 419 (70%) T 601	W 154 (29%) B 381 (71%) T 535	W 128 (24%) B 403 (76%) T 531	W 131 (26%) B 370 (74%) T 501	W 126 (27%) B 345 (73%) T 471	W 112 (27%) B 309 (73%) T 421
Westhaven	1-6	W 360 (38%) B 598 (62%) T 958	W 220 (25%) B 668 (75%) T 888	W 157 (19%) B 663 (81%) T 820	W 116 (13%) B 802 (87%) T 918	W 86 (9%) B 844 (91%) T 930	W 39 (4%) B 913 (96%) T 952	W 32 (3%) B 972 (97%) T 1004	W 20 (2%) B 917 (98%) T 937

*Does not include Kindergarten or Special Education Students.

**Denotes school with Optional Program

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Westside	4-6	W 348 (56%) B 277 (44%) T 625	W 246 (46%) B 285 (54%) T 531	W 305 (50%) B 306 (50%) T 611	W 272 (47%) B 303 (53%) T 575	W 233 (43%) B 311 (57%) T 544	W 197 (43%) B 265 (57%) T 462	W 174 (43%) B 231 (57%) T 405	W 134 (36%) B 242 (64%) T 376
Westwood	1-6	W 240 (18%) B 1085 (82%) T 1325	W 170 (11%) B 1413 (89%) T 1583	W 94 (6%) B 1595 (94%) T 1689	W 28 (2%) B 1344 (98%) T 1372	W 14 (1%) B 1378 (99%) T 1392	W 5 (1%) B 1336 (99%) T 1341	W 6 (1%) B 916 (99%) T 922	W 2 (1%) B 1077 (99%) T 1079
White Station	1-6	W 205 (56%) B 162 (44%) T 367	W 167 (44%) B 210 (56%) T 377	W 122 (37%) B 206 (63%) T 328	W 95 (30%) B 219 (70%) T 314	W 84 (28%) B 219 (72%) T 303	W 58 (22%) B 204 (78%) T 262	W 86 (23%) B 296 (77%) T 382	W 140 (40%) B 213 (60%) T 353
Whitehaven	1-6	W 524 (62%) B 317 (38%) T 841	W 457 (58%) B 336 (42%) T 793	W 270 (44%) B 339 (56%) T 609	W 210 (38%) B 338 (62%) T 548	W 165 (32%) B 350 (68%) T 515	W 154 (32%) B 326 (68%) T 480	W 142 (33%) B 294 (67%) T 436	W 132 (29%) B 323 (71%) T 455
White's Chapel	1-5	W 0 (0%) B 467 (100%) T 467	W 3 (0%) B 592 (100%) T 595	W 2 (1%) B 683 (99%) T 685	W 5 (1%) B 378 (99%) T 383	W 4 (1%) B 364 (99%) T 368	W 5 (1%) B 446 (99%) T 451	W 8 (2%) B 445 (98%) T 453	W 6 (1%) B 414 (99%) T 420
Whitney	1-2	W 168 (42%) B 228 (58%) T 396	W 139 (39%) B 215 (61%) T 354	W 134 (39%) B 209 (61%) T 343	W 128 (39%) B 200 (61%) T 328	W 120 (32%) B 253 (68%) T 373	W 117 (28%) B 297 (72%) T 414	W 80 (21%) B 296 (79%) T 376	W 77 (21%) B 296 (79%) T 373
Willow Oaks	1-6	W 443 (55%) B 367 (45%) T 810	W 322 (44%) B 410 (56%) T 732	W 276 (42%) B 389 (58%) T 665	W 188 (35%) B 353 (65%) T 541	W 169 (35%) B 312 (65%) T 481	W 148 (35%) B 278 (65%) T 426	W 136 (36%) B 243 (64%) T 379	W 243 (48%)** B 267 (52%) T 510
Winchester	1-2	W 415 (62%) B 250 (38%) T 665	W 392 (53%) B 349 (47%) T 741	W 324 (54%) B 281 (46%) T 605	W 322 (52%) B 298 (48%) T 620	W 292 (48%) B 321 (52%) T 613	W 278 (41%) B 407 (59%) T 685	W 218 (31%) B 496 (69%) T 714	W 140 (21%) B 531 (79%) T 671

*Does not include Kindergarten or Special Education Students.

**Denotes school with Optional Program

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PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Egypt	1-6	Annexed 6/74				W 729 (93%) B 54 (7%) T 783	W 762 (93%) B 58 (7%) T 820	W 795 (91%) B 76 (9%) T 871	W 831 (90%) B 97 (10%) T 928
Springhill	1-6	Annexed 6/74				W 544 (88%) B 72 (12%) T 616	W 570 (87%) B 86 (13%) T 657	W 568 (81%) B 135 (19%) T 703	W 570 (76%) B 184 (24%) T 754

REPORT SHOWING PROJECTED PLAN Z ENROLLMENTS OF JUNIOR AND SENIOR HIGH SCHOOLS (APRIL 1973), NUMBER OF STUDENTS ASSIGNED TO THE VARIOUS JUNIOR AND SENIOR HIGH SCHOOLS VIA PLAN Z (SUMMER 1973), AND ENROLLMENTS OF JUNIOR HIGH SCHOOLS (GRADES 7-9) AND SENIOR HIGH SCHOOLS (GRADES 10-12) FOR 1973-74, 1974-75, 1975-76, 1976-77, 1977-78, AND 1978-79 SCHOOL YEARS.

Revised
October 4, 1978
Division of Planning
Memphis City School System

PLAN 2 ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Airways Jr.	7-9	W 277 (39%) B 437 (61%) T 714	W 242 (38%) B 387 (62%) T 629	W 205 (33%) B 420 (67%) T 625	W 154 (27%) B 422 (73%) T 576	W 164 (25%) B 497 (75%) T 663	W 162 (25%) B 495 (75%) T 657	W 131 (18%) B 579 (82%) T 710	W 94 (13%) B 612 (87%) T 706	W 43 (6%) B 658 (94%) T 701
Bellevue Jr.	7-9	W 278 (46%) B 323 (54%) T 601	W 287 (43%) B 374 (57%) T 661	W 204 (35%) B 381 (65%) T 585	W 199 (33%) B 403 (67%) T 602	W 189 (31%) B 405 (69%) T 594	W 134 (25%) B 404 (75%) T 538	W 152 (28%) B 388 (72%) T 540	W 138 (24%) B 438 (76%) T 576	W 120 (21%)* B 450 (79%) T 570
Carver High	10-12	W 0 (0%) B 1418 (100%) T 1418	W 0 (0%) B 1358 (100%) T 1358	W 0 (0%) B 1337 (100%) T 1337	W 0 (0%) B 1125 (100%) T 1125	W 0 (0%) B 1097 (100%) T 1097	W 0 (0%) B 1067 (100%) T 1067	W 0 (0%) B 1031 (100%) T 1031	W 0 (0%) B 1089 (100%) T 1089	W 0 (0%) B 1048 (100%) T 1048
Central High	10-12	W 512 (48%) B 544 (52%) T 1056	W 495 (52%) B 451 (48%) T 946	W 492 (56%) B 393 (44%) T 885	W 454 (55%) B 375 (45%) T 829	W 431 (54%) B 371 (46%) T 802	W 416 (51%) B 410 (49%) T 826	W 387 (46%) B 460 (54%) T 847	W 392 (48%) B 430 (52%) T 822	W 385 (49%)* B 397 (51%) T 782
Chickasaw Jr.	7-9	W 335 (35%) B 617 (65%) T 952	W 257 (28%) B 655 (72%) T 912	W 299 (30%) B 685 (70%) T 984	W 194 (21%) B 731 (79%) T 925	W 155 (15%) B 882 (85%) T 1037	W 122 (11%) B 1029 (89%) T 1151	W 19 (2%) B 1008 (98%) T 1027	W 16 (2%) B 981 (98%) T 997	W 9 (1%) B 932 (99%) T 941
Coleman Jr.	7-8	Annexed 12/72			W 287 (81%) B 67 (19%) T 354	W 294 (83%) B 60 (17%) T 354	W 323 (84%) B 63 (16%) T 386	W 295 (83%) B 62 (17%) T 357	W 254 (82%) B 55 (18%) T 309	W 253 (79%) B 69 (21%) T 322
Cossnicl Jr.	7-9	W 879 (71%) B 352 (29%) T 1231	W 783 (68%) B 363 (32%) T 1146	W 720 (66%) B 373 (34%) T 1093	W 501 (59%) B 347 (41%) T 848	W 396 (56%) B 317 (44%) T 713	W 365 (53%) B 328 (47%) T 693	W 309 (49%) B 328 (51%) T 637	W 289 (48%) B 315 (52%) T 604	W 302 (44%) B 378 (56%) T 680
Corry Jr.	7-9	W 405 (36%) B 718 (64%) T 1123	W 401 (37%) B 682 (63%) T 1083	W 390 (37%) B 659 (63%) T 1049	W 89 (12%) B 642 (88%) T 731	W 65 (10%) B 586 (90%) T 651	W 48 (8%) B 587 (92%) T 635	W 38 (6%) B 563 (94%) T 601	W 20 (4%) B 541 (96%) T 561	W 19 (4%) B 487 (96%) T 506
Crairmont	7-12	W 925 (68%) B 438 (32%) T 1363	W 940 (68%) B 447 (32%) T 1387	W 940 (68%) B 447 (32%) T 1387	W 835 (66%) B 427 (34%) T 1262	W 1070 (70%) B 466 (30%) T 1536	W 1384 (76%) B 432 (24%) T 1816	W 1478 (78%) B 422 (22%) T 1900	W 1571 (80%) B 400 (20%) T 1971	W 1556 (81%) B 367 (19%) T 1923

*Denotes school with Optional Program

PLAN 2 ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Cypress Jr.	7-9	W 450 (28%) B 1169 (72%) T 1619	W 503 (32%) B 1091 (68%) T 1594	W 513 (31%) B 1122 (69%) T 1635	W 160 (12%) B 1133 (88%) T 1293	W 130 (11%) B 1031 (89%) T 1161	W 137 (12%) B 988 (88%) T 1125	W 113 (11%) B 912 (89%) T 1025	W 112 (10%) B 988 (90%) T 1100	W 92 (9%) B 925 (91%) T 1017
Douglass High	10-12	W 435 (45%) B 542 (55%) T 977	W 206 (30%) B 483 (70%) T 689	W 236 (29%) B 587 (71%) T 823	W 45 (8%) B 550 (92%) T 595	W 64 (13%) B 421 (87%) T 485	W 67 (16%) B 343 (84%) T 410	W 73 (15%) B 422 (85%) T 495	W 58 (12%) B 410 (88%) T 468	W 53 (12%) B 385 (88%) T 438
East High	10 12	W 439 (50%) B 431 (50%) T 870	W 436 (51%) B 423 (49%) T 859	W 373 (48%) B 409 (52%) T 782	W 289 (44%) B 370 (56%) T 659	W 222 (38%) B 361 (62%) T 583	W 163 (30%) B 379 (70%) T 542	W 101 (22%) B 350 (78%) T 451	W 90 (21%) B 348 (79%) T 438	W 58 (15%) B 327 (85%) T 385
Fairley High	10-12	W 636 (63%) B 369 (37%) T 1005	W 472 (46%) B 552 (54%) T 1024	W 475 (51%) B 448 (49%) T 923	W 361 (43%) B 471 (57%) T 832	W 243 (28%) B 610 (72%) T 853	W 152 (16%) B 793 (84%) T 945	W 91 (9%) B 873 (91%) T 964	W 74 (7%) B 928 (93%) T 1002	W 45 (4%) B 1035 (96%) T 1080
Fairview Jr.	7-9	W 227 (38%) B 363 (62%) T 590	W 227 (38%) B 363 (62%) T 590	W 227 (38%) B 365 (62%) T 592	W 205 (36%) B 370 (64%) T 575	W 193 (34%) B 370 (66%) T 563	W 184 (34%) B 353 (66%) T 537	W 171 (33%) B 354 (67%) T 525	W 134 (30%) B 319 (70%) T 453	W 133 (28%)* B 349 (72%) T 482
Frayser Jr. High	7-9	W 484 (68%) B 225 (32%) T 709	W 364 (65%) B 200 (35%) T 564	W 318 (59%) B 225 (41%) T 543	W 297 (60%) B 197 (40%) T 494	W 348 (62%) B 210 (38%) T 558	W 376 (61%) B 236 (39%) T 612	W 369 (59%) B 254 (41%) T 623	W 401 (60%) B 263 (40%) T 664	W 331 (54%) B 286 (46%) T 617
Frayser Sr. High	10-12	W 776 (73%) B 280 (27%) T 1056	W 699 (70%) B 280 (30%) T 979	W 789 (78%) B 228 (22%) T 1017	W 671 (82%) B 143 (18%) T 814	W 511 (75%) B 174 (25%) T 685	W 439 (72%) B 170 (28%) T 609	W 411 (71%) B 168 (29%) T 579	W 420 (69%) B 185 (31%) T 605	W 391 (67%) B 192 (33%) T 583
Geeter Jr.	7-9	W 668 (49%) B 702 (51%) T 1370	W 564 (45%) B 676 (55%) T 1240	W 579 (46%) B 693 (54%) T 1272	W 215 (21%) B 815 (79%) T 1030	W 168 (16%) B 879 (84%) T 1047	W 134 (13%) B 889 (87%) T 1023	W 82 (9%) B 861 (91%) T 943	W 54 (6%) B 847 (94%) T 901	W 30 (3%) B 851 (97%) T 881

*Denotes school with Optional Program

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Georgian Hills Jr.	7-9	W 579 (68%) B 271 (32%) T 850	W 524 (58%) B 374 (42%) T 898	W 543 (65%) B 289 (35%) T 832	W 392 (58%) B 286 (42%) T 678	W 403 (58%) B 286 (42%) T 689	W 404 (55%) B 325 (45%) T 729	W 402 (52%) B 369 (48%) T 771	W 337 (48%) B 368 (52%) T 705	W 269 (40%) B 407 (60%) T 676
Greenland Jr.	7-9	W 627 (61%) B 400 (39%) T 1027	W 268 (32%) B 581 (68%) T 849	W 287 (31%) B 626 (69%) T 913	W 385 (37%) B 669 (63%) T 1054	W 213 (33%) B 425 (67%) T 638	W 278 (29%) B 679 (71%) T 957	W 233 (33%) B 477 (67%) T 710	W 185 (25%) B 549 (75%) T 734	W 132 (18%) B 583 (82%) T 715
Hamilton Jr.	7-9	W 350 (30%) B 826 (70%) T 1176	W 366 (31%) B 800 (69%) T 1166	W 335 (30%) B 784 (70%) T 1119	W 57 (6%) B 821 (94%) T 878	W 29 (3%) B 810 (97%) T 839	W 20 (2%) B 786 (98%) T 806	W 21 (3%) B 738 (97%) T 759	W 15 (2%) B 684 (98%) T 699	W 11 (2%) B 620 (98%) T 631
Hamilton Sr.	10-12	W 550 (34%) B 1048 (66%) T 1598	W 535 (37%) B 913 (63%) T 1448	W 356 (21%) B 1368 (79%) T 1724	W 54 (4%) B 1358 (96%) T 1412	W 80 (6%) B 1319 (94%) T 1399	W 64 (5%) B 1349 (95%) T 1413	W 51 (4%) B 1278 (96%) T 1329	W 37 (3%) B 1272 (97%) T 1309	W 35 (3%) B 1296 (97%) T 1331
Ravenview Jr.	7-9	W 500 (60%) B 334 (40%) T 834	W 300 (37%) B 517 (63%) T 817	W 317 (37%) B 530 (63%) T 847	W 238 (31%) B 526 (69%) T 764	W 180 (27%) B 485 (73%) T 665	W 142 (23%) B 487 (77%) T 629	W 123 (20%) B 506 (80%) T 629	W 119 (19%) B 514 (81%) T 633	W 137 (20%)* B 539 (80%) T 676
Hillcrest High	10-12	W 767 (52%) B 697 (48%) T 1464	W 735 (60%) B 496 (40%) T 1231	W 830 (65%) B 456 (35%) T 1286	W 695 (65%) B 374 (35%) T 1069	W 670 (49%) B 705 (51%) T 1375	W 421 (47%) B 466 (53%) T 887	W 344 (42%) B 471 (58%) T 815	W 336 (38%) B 539 (62%) T 875	W 259 (32%) B 556 (68%) T 815
Hillcrest Jr.	7-9	-	-	-	-	-	-	W 163 (28%) B 427 (72%) T 590	W 182 (29%) B 442 (71%) T 624	W 159 (28%) B 401 (72%) T 560

*Denotes school with Optional Program

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Humes Jr.	7-9	W 448 (27%) B 1183 (73%) T 1631	W 359 (25%) B 1073 (75%) T 1432	W 381 (24%) B 1182 (76%) T 1563	W 181 (12%) B 1269 (88%) T 1450	W 175 (13%) B 1201 (87%) T 1376	W 145 (11%) B 1222 (89%) T 1367	W 123 (8%) B 1335 (92%) T 1458	W 90 (7%) B 1235 (93%) T 1325	W 69 (5%) B 1239 (95%) T 1308
Kingsbury Jr. High	7-9	W 863 (71%) B 350 (29%) T 1213	W 817 (69%) B 360 (31%) T 1177	W 740 (68%) B 341 (32%) T 1081	W 573 (62%) B 346 (38%) T 919	W 505 (61%) B 328 (39%) T 833	W 461 (59%) B 326 (41%) T 787	W 643 (64%) B 359 (36%) T 1002	W 630 (66%) B 322 (34%) T 952	W 551 (62%) B 341 (38%) T 892
Kingsbury Sr. High	10-12	W 857 (71%) B 355 (29%) T 1212	W 849 (71%) B 349 (29%) T 1198	W 824 (75%) B 281 (25%) T 1105	W 752 (75%) B 247 (25%) T 999	W 566 (65%) B 311 (35%) T 877	W 491 (61%) B 314 (39%) T 805	W 479 (58%) B 348 (42%) T 827	W 507 (59%) B 356 (41%) T 863	W 490 (59%) B 338 (41%) T 828
Lanier Jr.	7-9	W 334 (35%) B 618 (65%) T 952	W 304 (34%) B 597 (66%) T 901	W 314 (34%) B 613 (66%) T 927	W 233 (27%) B 631 (73%) T 864	W 193 (23%) B 654 (77%) T 847	W 185 (21%) B 688 (79%) T 873	W 174 (16%) B 908 (84%) T 1082	W 119 (11%) B 955 (89%) T 1074	W 103 (10%) B 975 (90%) T 1078
Lester Jr.	7-9	W 288 (37%) B 492 (63%) T 780	W 278 (37%) B 482 (63%) T 760	W 313 (41%) B 445 (59%) T 758	W 155 (23%) B 510 (77%) T 665	W 165 (22%) B 573 (78%) T 738	W 136 (18%) B 627 (82%) T 763	W 107 (19%) B 454 (81%) T 561	W 65 (12%) B 462 (88%) T 527	W 39 (8%) B 436 (92%) T 475
Lincoln Jr.	7-9	W 0 (0%) B 1685 (100%) T 1685	W 0 (0%) B 1642 (100%) T 1642	W 2 (0%) B 1730 (100%) T 1732	W 1 (0%) B 1300 (100%) T 1301	W 0 (0%) B 1356 (100%) T 1356	W 0 (0%) B 1264 (100%) T 1264	W 0 (0%) B 1210 (100%) T 1210	W 0 (0%) B 1083 (100%) T 1083	W 1 (1%) B 998 (99%) T 999
Longview Jr.	7-9	W 206 (25%) B 632 (75%) T 838	W 167 (22%) B 589 (78%) T 755	W 165 (21%) B 631 (79%) T 796	W 27 (4%) B 592 (96%) T 619	W 15 (2%) B 588 (98%) T 603	W 26 (4%) B 556 (96%) T 582	W 3 (1%) B 497 (99%) T 500	W 1 (1%) B 527 (99%) T 528	W 0 (0%) B 494 (100%) T 494
Manassas Jr.	7-9	W 308 (35%) B 582 (65%) T 890	W 311 (31%) B 679 (69%) T 990	W 306 (32%) B 642 (68%) T 948	W 108 (15%) B 621 (85%) T 729	W 79 (11%) B 609 (89%) T 688	W 51 (8%) B 578 (92%) T 629	W 37 (6%) B 596 (94%) T 633	W 28 (5%) B 591 (95%) T 619	W 25 (4%) B 539 (96%) T 564

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COUNT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Manassas High	10-12	W 275 (35%) B 506 (65%) T 781	W 288 (40%) B 434 (60%) T 722	W 216 (26%) B 610 (74%) T 826	W 33 (5%) B 596 (95%) T 629	W 20 (4%) B 512 (96%) T 532	W 13 (3%) B 489 (97%) T 502	W 15 (3%) B 439 (97%) T 454	W 4 (1%) B 395 (99%) T 399	W 8 (2%) B 417 (98%) T 425
Melrose Jr.	7-9	W 250 (28%) B 646 (72%) T 896	W 229 (27%) B 632 (73%) T 861	W 220 (34%) B 427 (66%) T 647	W 34 (6%) B 504 (94%) T 538	W 26 (6%) B 441 (94%) T 467	W 8 (2%) B 417 (98%) T 425	W 0 (0%) B 366 (100%) T 366	W 1 (1%) B 366 (99%) T 367	W 0 (0%) B 331 (100%) T 331
Melrose Sr.	10-12	W 687 (47%) B 776 (53%) T 1463	W 530 (46%) B 629 (54%) T 1159	W 484 (36%) B 878 (64%) T 1362	W 135 (11%) B 1083 (89%) T 1218	W 144 (12%) B 1041 (88%) T 1185	W 129 (11%) B 1032 (89%) T 1161	W 81 (7%) B 1043 (93%) T 1124	W 70 (6%) B 1079 (94%) T 1149	W 45 (4%) B 1148 (96%) T 1193
Mosick Jr. High	7-9	W 144 (40%) B 220 (60%) T 364	W 141 (40%) B 210 (60%) T 351	W 120 (33%) B 247 (67%) T 367	W 100 (29%) B 241 (71%) T 341	W 99 (27%) B 261 (73%) T 360	W 86 (26%) B 248 (74%) T 334	W 68 (22%) B 241 (78%) T 309	W 58 (21%) B 218 (79%) T 276	W 66 (21%) B 252 (79%) T 318
Mosick Sr. High	10-12	W 794 (61%) B 506 (39%) T 1300	W 753 (62%) B 465 (38%) T 1218	W 667 (55%) B 536 (45%) T 1203	W 507 (61%) B 330 (39%) T 837	W 382 (51%) B 362 (49%) T 744	W 280 (43%) B 375 (57%) T 655	W 248 (39%) B 394 (61%) T 642	W 207 (32%) B 436 (68%) T 643	W 172 (27%)* B 455 (73%) T 627
Mitchell High	10-12	W 320 (46%) B 372 (54%) T 692	W 295 (39%) B 462 (61%) T 757	W 215 (28%) B 551 (72%) T 766	W 17 (3%) B 622 (97%) T 639	W 22 (3%) B 736 (97%) T 758	W 12 (1%) B 824 (99%) T 836	W 2 (1%) B 830 (99%) T 832	W 3 (1%) B 820 (99%) T 823	W 2 (1%) B 799 (99%) T 801
Northside High	10-12	W 413 (27%) B 1145 (73%) T 1558	W 417 (27%) B 1111 (73%) T 1528	W 361 (19%) B 1554 (81%) T 1915	W 65 (4%) B 1434 (96%) T 1499	W 78 (5%) B 1490 (95%) T 1568	W 84 (5%) B 1488 (95%) T 1572	W 17 (1%) B 1418 (99%) T 1435	W 16 (1%) B 1398 (99%) T 1414	W 9 (1%) B 1322 (99%) T 1331
Oakhaven Jr. High	7-9	W 318 (61%) B 200 (39%) T 518	W 236 (58%) B 172 (42%) T 408	W 187 (52%) B 174 (48%) T 361	W 193 (46%) B 223 (54%) T 416	W 208 (48%) B 228 (52%) T 436	W 175 (42%) B 239 (58%) T 414	W 258 (48%) B 283 (52%) T 541	W 268 (49%) B 282 (51%) T 550	W 228 (42%) B 311 (58%) T 539

*Denotes school with Optional Program

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Oakhaven High	10-12	W 393 (72%) B 150 (28%) T 543	W 353 (70%) B 152 (30%) T 505	W 402 (76%) B 127 (24%) T 529	W 345 (74%) B 119 (26%) T 464	W 218 (60%) B 143 (40%) T 361	W 163 (49%) B 169 (51%) T 332	W 158 (47%) B 180 (53%) T 338	W 199 (51%) B 194 (49%) T 393	W 204 (55%) B 165 (45%) T 369
Overton High	10-12	W 1138 (72%) B 453 (28%) T 1591	W 1100 (70%) B 461 (30%) T 1561	W 1241 (78%) B 342 (22%) T 1583	W 1044 (79%) B 281 (21%) T 1325	W 548 (57%) B 414 (43%) T 962	W 401 (50%) B 402 (50%) T 803	W 386 (49%) B 410 (51%) T 796	W 417 (52%) B 387 (48%) T 804	W 418 (52%)* B 389 (48%) T 807
Porter Jr.	7-9	W 0 (0%) B 1084 (100%) T 1084	W 0 (0%) B 1030 (100%) T 1030	W 0 (0%) B 975 (100%) T 975	W 0 (0%) B 1261 (100%) T 1261	W 0 (0%) B 1182 (100%) T 1182	W 0 (0%) B 1095 (100%) T 1095	W 0 (0%) B 1095 (100%) T 1095	W 0 (0%) B 1090 (100%) T 1090	W 1 (1%) B 1002 (99%) T 1003
Richland Jr.	7-9	W 519 (69%) B 235 (31%) T 754	W 461 (66%) B 236 (34%) T 697	W 469 (65%) B 253 (35%) T 722	W 318 (58%) B 227 (42%) T 545	W 259 (53%) B 228 (47%) T 487	W 229 (49%) B 243 (51%) T 472	W 228 (49%) B 238 (51%) T 466	W 175 (45%) B 210 (55%) T 385	W 129 (39%) B 200 (61%) T 329
Ridgeway Jr. High	7-9	W 279 (68%) B 130 (32%) T 409	W 311 (71%) B 130 (29%) T 441	W 306 (71%) B 126 (29%) T 432	W 199 (62%) B 121 (38%) T 320	W 220 (62%) B 135 (38%) T 355	W 290 (70%) B 122 (30%) T 412	W 319 (75%) B 107 (25%) T 426	W 373 (80%) B 93 (20%) T 466	W 355 (81%) B 86 (19%) T 441
Ridgeway Sr. High	10-12	W 309 (67%) B 153 (33%) T 462	W 293 (67%) B 147 (33%) T 440	W 360 (78%) B 100 (22%) T 460	W 354 (83%) B 72 (17%) T 426	W 265 (75%) B 90 (25%) T 355	W 271 (78%) B 75 (22%) T 346	W 299 (77%) B 88 (23%) T 387	W 368 (84%) B 68 (16%) T 436	W 443 (87%) B 65 (13%) T 508
Riverview Jr.	7-9	W 0 (0%) B 1080 (100%) T 1080	W 1 (0%) B 1037 (100%) T 1038	W 10 (1%) B 998 (99%) T 1008	W 5 (1%) B 1020 (99%) T 1025	W 7 (1%) B 981 (99%) T 988	W 4 (1%) B 937 (99%) T 941	W 1 (1%) B 948 (99%) T 949	W 4 (1%) B 871 (99%) T 875	W 1 (1%) B 844 (99%) T 845
Sheffield Jr. High	7-9	W 581 (70%) B 246 (30%) T 827	W 572 (70%) B 246 (30%) T 818	W 573 (68%) B 268 (32%) T 841	W 463 (64%) B 266 (36%) T 729	W 490 (65%) B 267 (35%) T 757	W 521 (69%) B 237 (31%) T 758	W 577 (67%) B 284 (33%) T 861	W 542 (65%) B 293 (35%) T 835	W 496 (64%) B 275 (36%) T 771

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PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Sheffield High	10-12	W 480 (75%) B 163 (25%) T 643	W 442 (76%) B 138 (24%) T 580	W 504 (77%) B 151 (23%) T 655	W 446 (79%) B 122 (21%) T 568	W 406 (75%) B 138 (25%) T 544	W 421 (74%) B 149 (26%) T 570	W 425 (76%) B 135 (24%) T 560	W 418 (72%) B 159 (28%) T 577	W 441 (71%) B 184 (29%) T 625
Sherwood Jr.	7-9	W 933 (61%) B 603 (39%) T 1536	W 548 (47%) B 617 (53%) T 1165	W 557 (45%) B 681 (55%) T 1238	W 451 (40%) B 663 (60%) T 1114	W 379 (35%) B 704 (65%) T 1083	W 366 (32%) B 765 (68%) T 1131	W 317 (27%) B 858 (73%) T 1175	W 335 (29%) B 820 (71%) T 1155	W 261 (27%) B 713 (73%) T 974
Snowden Jr.	7-9	W 268 (40%) B 408 (60%) T 676	W 273 (39%) B 421 (61%) T 694	W 237 (37%) B 400 (63%) T 637	W 210 (34%) B 404 (66%) T 614	W 175 (28%) B 457 (72%) T 632	W 139 (21%) B 509 (79%) T 648	W 137 (20%) B 546 (80%) T 683	W 123 (20%) B 488 (80%) T 611	W 147 (25%)* B 452 (75%) T 599
South Side High	10-12	W 400 (28%) B 1050 (72%) T 1450	W 417 (30%) B 961 (70%) T 1378	W 339 (21%) B 1249 (79%) T 1588	W 56 (4%) B 1300 (96%) T 1356	W 58 (5%) B 1166 (95%) T 1224	W 51 (4%) B 1124 (96%) T 1175	W 23 (2%) B 1091 (98%) T 1114	W 7 (1%) B 1185 (99%) T 1192	W 4 (1%) B 1227 (99%) T 1231
Tech High	10-12	W 456 (49%) B 484 (51%) T 940	W 399 (47%) B 442 (53%) T 841	W 451 (43%) B 600 (57%) T 1051	W 351 (43%) B 470 (57%) T 821	W 289 (38%) B 475 (62%) T 764	W 199 (26%) B 553 (74%) T 752	W 145 (18%) B 649 (82%) T 794	W 117 (13%) B 794 (87%) T 911	W 77 (8%) B 936 (92%) T 1013
Treadwell Jr. High	7-9	W 388 (66%) B 200 (34%) T 588	W 341 (63%) B 204 (37%) T 545	W 270 (56%) B 212 (44%) T 482	W 285 (58%) B 209 (42%) T 494	W 247 (56%) B 196 (44%) T 443	W 246 (58%) B 181 (42%) T 427	W 260 (58%) B 187 (42%) T 447	W 248 (57%) B 188 (43%) T 436	W 230 (51%) B 221 (49%) T 451
Treadwell Sr. High	10-12	W 654 (71%) B 269 (29%) T 923	W 666 (72%) B 242 (28%) T 908	W 487 (65%) B 257 (35%) T 744	W 432 (65%) B 233 (35%) T 665	W 388 (58%) B 279 (42%) T 667	W 324 (55%) B 261 (45%) T 585	W 279 (49%) B 287 (51%) T 566	W 241 (46%) B 283 (54%) T 524	W 192 (43%) B 256 (57%) T 448
Trezevant Jr. High	7-9	W 597 (70%) B 257 (30%) T 854	W 148 (37%) B 257 (63%) T 405	W 133 (36%) B 234 (64%) T 367	W 182 (45%) B 225 (55%) T 407	W 224 (49%) B 232 (51%) T 456	W 397 (57%) B 298 (43%) T 695	W 429 (56%) B 338 (44%) T 767	W 392 (54%) B 339 (46%) T 731	W 363 (48%) B 388 (52%) T 751

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PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Frezevant Sr. High	10-12	W 588 (63%) B 338 (37%) T 926	W 503 (57%) B 380 (43%) T 883	W 563 (64%) B 314 (36%) T 877	W 416 (59%) B 287 (41%) T 703	W 327 (48%) B 355 (52%) T 682	W 286 (45%) B 354 (55%) T 640	W 395 (56%) B 306 (44%) T 701	W 410 (54%) B 343 (46%) T 753	W 426 (55%) B 354 (45%) T 780
Vance Jr.	7-9	W 0 (0%) B 791 (100%) T 791	W 0 (0%) B 756 (100%) T 756	W 1 (0%) B 762 (100%) T 763	W 1 (1%) B 762 (99%) T 763	W 0 (0%) B 756 (100%) T 756	W 0 (0%) B 735 (100%) T 735	W 0 (0%) B 690 (100%) T 690	W 1 (1%) B 638 (99%) T 639	W 0 (0%) B 610 (100%) T 610
B. T. Washington	10-12	W 0 (0%) B 1500 (100%) T 1500	W 0 (0%) B 1479 (100%) T 1479	W 1 (0%) B 1703 (100%) T 1704	W 0 (0%) B 1552 (100%) T 1552	W 0 (0%) B 1384 (100%) T 1384	W 0 (0%) B 1325 (100%) T 1325	W 0 (0%) B 1231 (100%) T 1231	W 0 (0%) B 1062 (100%) T 1062	W 0 (0%) B 1007 (100%) T 1007
Westside Jr. High	7-9	W 318 (68%) B 150 (32%) T 468	W 261 (62%) B 161 (38%) T 422	W 205 (65%) B 110 (35%) T 315	W 239 (65%) B 127 (35%) T 366	W 217 (58%) B 160 (42%) T 377	W 219 (60%) B 149 (40%) T 368	W 214 (56%) B 169 (44%) T 383	W 203 (55%) B 165 (45%) T 368	W 163 (51%) B 156 (49%) T 319
Westside Sr. High	10-12	W 259 (63%) B 150 (37%) T 409	W 227 (59%) B 158 (41%) T 385	W 248 (73%) B 93 (27%) T 341	W 249 (74%) B 88 (26%) T 337	W 172 (61%) B 112 (39%) T 284	W 177 (63%) B 104 (37%) T 281	W 166 (62%) B 102 (38%) T 268	W 159 (55%) B 130 (45%) T 289	W 148 (51%) B 140 (49%) T 288
Westwood Jr. High	7-9	W 216 (37%) B 361 (63%) T 577	W 157 (22%) B 568 (78%) T 725	W 164 (21%) B 609 (79%) T 773	W 125 (16%) B 680 (84%) T 805	W 98 (12%) B 748 (88%) T 846	W 73 (8%) B 788 (92%) T 861	W 32 (5%) B 605 (95%) T 637	W 30 (5%) B 628 (95%) T 658	W 21 (3%) B 625 (97%) T 646
Westwood Sr. High	10-12	W 191 (38%) B 305 (62%) T 496	W 146 (18%) B 658 (82%) T 804	W 164 (17%) B 774 (83%) T 938	W 107 (15%) B 735 (85%) T 842	W 76 (10%) B 682 (90%) T 758	W 60 (8%) B 658 (92%) T 718	W 47 (7%) B 639 (93%) T 686	W 28 (4%) B 665 (96%) T 693	W 21 (3%) B 690 (97%) T 711
Whitehaven High	10-12	W 700 (58%) B 503 (42%) T 1203	W 534 (55%) B 444 (45%) T 978	W 702 (61%) B 446 (39%) T 1148	W 603 (61%) B 380 (39%) T 983	W 408 (47%) B 457 (53%) T 865	W 308 (37%) B 531 (63%) T 839	W 284 (35%) B 522 (65%) T 806	W 280 (33%) B 562 (67%) T 842	W 245 (30%)* B 569 (70%) T 814

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PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
White Station Jr. High	7-9	W 340 (69%) B 150 (31%) T 490	W 394 (72%) B 154 (28%) T 548	W 300 (69%) B 136 (31%) T 436	W 243 (62%) B 151 (38%) T 394	W 196 (58%) B 144 (42%) T 340	W 173 (51%) B 167 (49%) T 340	W 222 (55%) B 179 (45%) T 401	W 184 (51%) B 183 (49%) T 367	W 237 (58%)* B 171 (42%) T 408
White Station Sr. High	10-12	W 877 (74%) B 308 (26%) T 1185	W 868 (74%) B 304 (26%) T 1172	W 911 (80%) B 230 (20%) T 1141	W 859 (85%) B 156 (15%) T 1015	W 549 (76%) B 174 (24%) T 723	W 485 (73%) B 176 (27%) T 661	W 495 (70%) B 209 (30%) T 704	W 452 (64%) B 249 (36%) T 701	W 431 (65%)* B 233 (35%) T 664
Wooddale Jr. High	7-9	W 941 (73%) B 351 (27%) T 1292	W 899 (72%) B 352 (28%) T 1251	W 896 (72%) B 350 (28%) T 1246	W 627 (65%) B 335 (35%) T 962	W 600 (63%) B 347 (37%) T 947	W 632 (65%) B 335 (35%) T 967	W 591 (64%) B 337 (36%) T 928	W 535 (62%) B 326 (38%) T 861	W 537 (56%) B 420 (44%) T 957
Wooddale Sr. High	10-12	W 1010 (74%) B 350 (26%) T 1360	W 947 (71%) B 378 (29%) T 1325	W 1100 (82%) B 238 (18%) T 1338	W 970 (85%) B 171 (15%) T 1141	W 815 (78%) B 227 (22%) T 1042	W 729 (76%) B 235 (24%) T 964	W 761 (74%) B 268 (26%) T 1029	W 731 (71%) B 298 (29%) T 1029	W 759 (70%) B 319 (30%) T 1078
Raleigh-Egypt High	9-12	Annexed 6/74					W 1180 (89%) B 151 (11%) T 1331	W 1168 (88%) B 158 (12%) T 1326	W 1163 (86%) B 197 (14%) T 1360	W 1177 (85%) B 214 (15%) T 1391
Raleigh-Egypt Junior High	7-8						W 271 (93%) B 21 (7%) T 292	W 307 (86%) B 50 (14%) T 357	W 290 (84%) B 57 (16%) T 347	W 303 (83%) B 62 (17%) T 365

*Denotes school with Optional Program

ELEMENTARY ATTENDANCE UNITS (SCHOOLS)

ENROLLMENT PERCENTAGE WHITE	PRE-PLAN A (1971-72)	PLAN A (AS PROJECTED FOR COURT) MARCH 3, 1972	PLAN Z (AS PROJECTED FOR COURT) APRIL 18, 1973	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
0-5	44	30	19	19	20	20	23	24	28
6-10	6	5	0	2	1	3	3	9	9
11-15	2	2	0	3	7	7	8	6	8
16-20	1	0	1	9	9	8	11	9	7
21-25	1 [54]	2 [39]	0 [20]	7 [40]	4 [41]	13 [51]	8 [53]	15 [63]	13 [65]
26-30	0	0	0	10	13	14	12	8	9
31-35	0	2	1	9	12	8	11	8	6
36-40	0	2	6	14	12	7	6	4	6
41-45	2	5	22	7	8	7	5	4	1
46-50	0 [2]	4 [13]	10 [39]	7 [47]	4 [49]	3 [39]	4 [38]	2 [26]	2 [24]
51-55	1	7	10	6	3	4	2	3	2
56-60	1	5	16	1	1	0	1	2	2
61-65	1	4	7	1	2	3	2	1	3
66-70	1	4	4	5	4	4	4	3	3
71-75	3 [7]	4 [24]	4 [41]	2 [15]	1 [11]	0 [11]	1 [10]	2 [11]	0 [10]
76-80	3	3	1	0	1	1	0	0	2
81-85	2	1	1	1	0	0	1	2	1
86-90	1	1	0	0	1	2	2	1	2
91-95	4	0	0	0	0	1	1	1	0
96-100	42 [52]	24 [29]	0 [2]	0 [1]	0 [2]	0 [4]	0 [4]	0 [4]	0 [5]
	115	105	101	103	103	105	105	104	104

ENROLLMENT PERCENTAGE WHITE	JUNIOR-SENIOR HIGH ATTENDANCE UNITS (SCHOOLS)								
	PRE-PLAN A (1971-72)	PLAN A (AS PROJECTED FOR COURT) MARCH 3, 1972	PLAN Z (AS PROJECTED FOR COURT) APRIL 18, 1973	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
0-5	21	12	6	12	12	14	16	19	23
6-10	0	0	0	3	4	4	7	5	5
11-15	0	2	0	6	7	5	2	5	2
16-20	0	0	0	1	1	3	6	2	2
21-25	0 [21]	1 [15]	1 [7]	3 [25]	3 [27]	5 [31]	2 [33]	4 [35]	3 [35]
26-30	0	0	6	3	4	5	3	3	5
31-35	0	1	5	3	4	2	3	2	1
36-40	1	2	8	3	2	1	1	1	2
41-45	0	3	1	4	0	2	1	1	3
46-50	1 [2]	5 [11]	7 [27]	1 [14]	5 [15]	4 [14]	7 [15]	5 [12]	2 [13]
51-55	0	1	1	1	3	5	2	7	7
56-60	1	3	2	6	8	4	6	3	3
61-65	2	4	7	10	7	4	3	3	3
66-70	0	0	11	1	1	2	2	2	2
71-75	1 [4]	0 [8]	11 [32]	3 [21]	3 [22]	3 [18]	3 [16]	2 [17]	1 [16]
76-80	0	2	0	2	2	3	3	2	1
81-85	1	1	0	5	1	1	1	3	4
86-90	2	1	0	0	0	1	2	1	1
91-95	4	3	0	0	0	1	0	0	0
96-100	14 [21]	7 [14]	0 [0]	0 [7]	0 [3]	0 [6]	0 [6]	0 [6]	0 [6]
	48	48	66	67	67	69	70	70	70

ENROLLMENT PERCENTAGE WHITE	TOTAL ATTENDANCE UNITS (SCHOOLS)								
	PRE-PLAN A (1971-72)	PLAN A (AS PROJECTED FOR COURT) MARCH 3, 1972	PLAN Z (AS PROJECTED FOR COURT) APRIL 18, 1973	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
0-5	65	42	25	31	32	34	39	43	51
6-10	6	5	0	5	5	7	10	14	14
11-15	2	4	0	9	14	12	10	11	10
16-20	1	0	1	10	10	11	17	11	9
21-25	1 [75]	3 [54]	1 [27]	10 [65]	7 [68]	18 [82]	10 [86]	19 [98]	16 [100]
26-30	0	0	6	13	17	19	15	11	14
31-35	0	3	6	12	16	10	14	10	7
36-40	1	4	14	17	14	8	7	5	8
41-45	2	8	23	11	8	9	6	5	4
46-50	1 [4]	9 [24]	17 [66]	8 [61]	9 [64]	7 [53]	11 [53]	7 [38]	4 [37]
51-55	1	8	11	7	6	9	4	10	9
56-60	2	8	18	7	9	4	7	5	5
61-65	3	8	14	11	9	7	5	4	6
66-70	1	4	15	6	5	6	6	5	5
71-75	4 [11]	4 [32]	15 [73]	5 [36]	4 [33]	3 [29]	5 [26]	4 [28]	1 [26]
76-80	3	5	1	2	3	4	3	2	3
81-85	3	2	1	6	1	1	2	5	5
86-90	3	2	0	0	1	3	4	2	3
91-95	8	3	0	0	0	2	1	1	0
96-100	56 [73]	31 [43]	0 [2]	0 [8]	0 [5]	0 [10]	0 [10]	0 [10]	0 [11]
	163	153	168	170	170	174	175	174	174

APPENDIX B

MEMPHIS & SHELBY COUNTY

URBAN GROWTH INDICATORS

THIRD QUARTER 1977

Building Permits
Subdivisions
Rezonings

Table 3

6

RESIDENTIAL BUILDING PERMITS ISSUED, BY TYPE, QUARTERLY SUMMARY
JULY 1, THROUGH SEPTEMBER 30, 1977

PLANNING DISTRICTS	NEW CONSTRUCTIONS				ADDITIONS[2]	DELETIONS[3]	NEW TOTAL
	SF	TF	AP	TH			
Arlington[4]	21	-	-	-	-	1	20
(City of Arlington)	(2)	-	-	-	-	(1)	(1)
Collierville[4]	52	-	-	-	-	-	52
(City of Collierville)	(39)	-	-	-	-	-	(39)
Depot	3	-	-	-	2	29	-24
Downtown Medical Center	-	-	-	-	-	22	-22
E. Central Shelby	9	-	-	-	-	-	9
Frayser	5	-	-	-	3	1	7
Jackson	2	-	-	-	1	18	-15
McKellar Lake	-	-	-	-	-	-	-
Midtown	1	2	-	-	-	15	-12
Millington[4]	37	-	-	-	1	-	38
(City of Millington)	(1)	-	-	-	-	-	(1)
N. Memphis	-	-	-	-	3	53	-50
N.W. Shelby	26	-	-	-	-	-	26
Oakhaven-Parkway Village	235	-	-	-	-	6	229
Quince	2	-	-	-	-	1	1
Raleigh-Bartlett[4]	241	-	200	-	2	1	442
(City of Bartlett)	(86)	-	-	-	-	-	(86)
Shelby Farms-Germantown[4]	413	-	-	-	1	3	411
(City of Germantown)	129	-	-	-	-	-	(129)
South Memphis	1	-	-	-	1	50	-48
University	2	-	3	-	1	13	-7
Walnut Grove	13	-	-	-	-	3	10
Whitehaven-Levi	20	-	-	-	1	4	17
TOTAL	1083	2	203	-	16	220	1084

[1] SF is Single-Family; TF is Two-Family; AP is Apartment; TH is townhouse.

[2] Additions include moves into a Planning District and conversion from non-residential use.

[3] Deletions include moves from a Planning District, conversions to a non-residential use.

[4] Planning District figures include the activity of the municipalities where applicable.

Figure 5

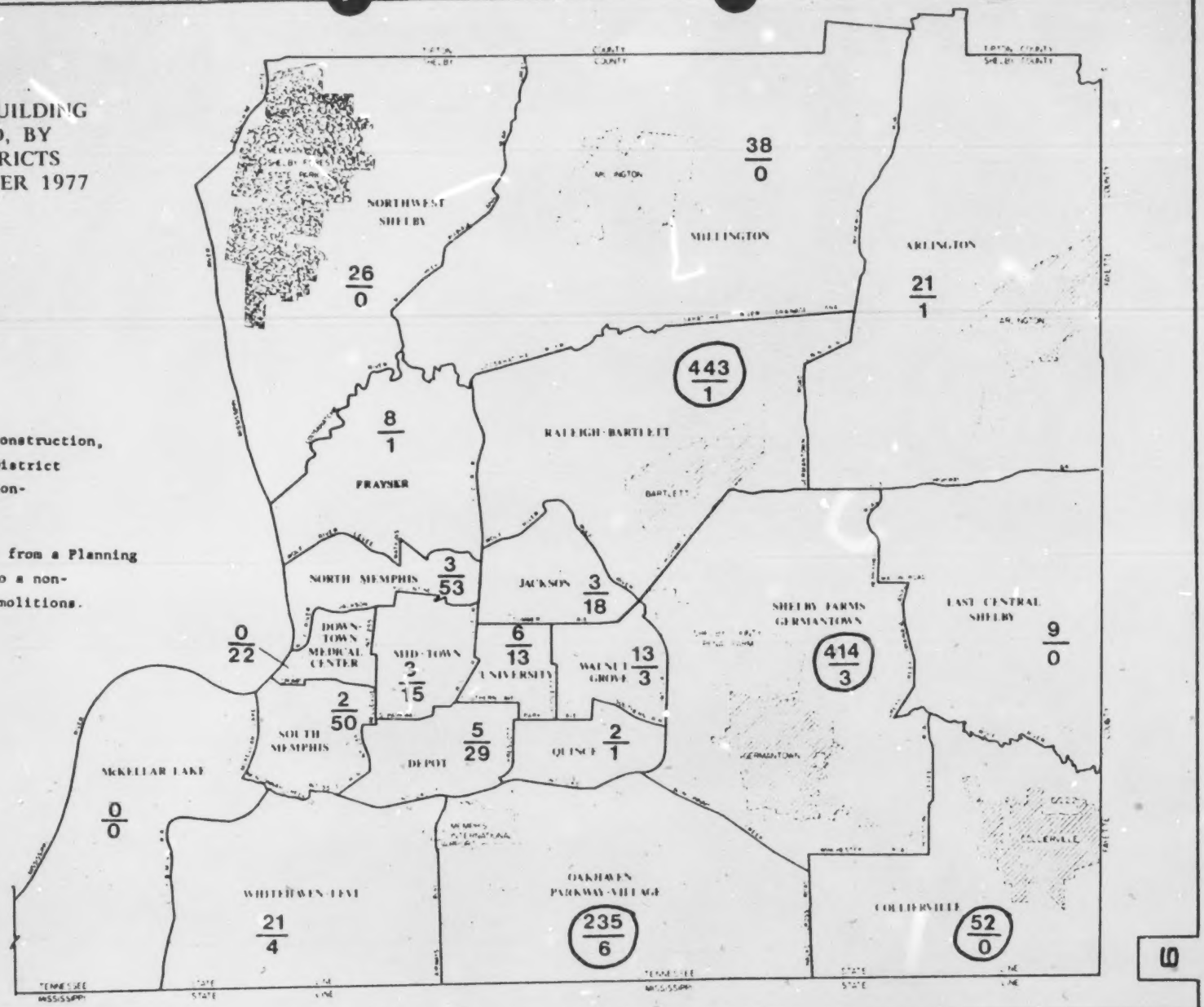
RESIDENTIAL BUILDING PERMITS ISSUED, BY PLANNING DISTRICTS THIRD QUARTER 1977

LEGEND

Additions[1] / Deletions[2]

[1]Additions include new construction, moves into a Planning District and conversion from a non-residential use.

[2]Deletions include moves from a Planning District, conversions to a non-residential use, and demolitions.



MEMPHIS & SHELBY COUNTY

URBAN GROWTH INDICATORS

FOURTH QUARTER 1977

Building Permits
Subdivisions
Rezonings

OFFICE OF PLANNING & DEVELOPMENT

Table 1

BUILDING PERMITS ISSUED BY TYPE
FOURTH QUARTER - TWO YEAR SUMMARY
OCTOBER 1, 1975 THROUGH DECEMBER 31, 1977

Planning Districts	Residential						Addition[1]	Deletion[2]	Net Total
	Single Family		Two Family		Multi Family				
	Units	Value	Units	Value	Units	Value			
Arlington	16	762,900	-	-	-	-	-	-	16
(City of Arlington)	-	-	-	-	-	-	-	-	-
Collierville	71	2,247,118	-	-	-	-	-	-	71
(City of Collierville)	(64)	(2,033,638)	-	-	-	-	-	-	(64)
Depot	-	-	-	-	-	-	1	7	-6
Downtown-Medical Center	1	25,000	-	-	-	-	-	11	-10
East Central Shelby	7	244,000	-	-	-	-	-	-	7
Frayser	4	122,000	-	-	-	-	1	2	3
Jackson	2	32,000	-	-	-	-	-	12	-10
McKellar Lake	-	-	-	-	-	-	-	-	-
Midtown	1	84,500	-	-	-	-	-	36	-35
Millington	23	804,000	-	-	-	-	3	2	24
(City of Millington)	(3)	(83,000)	-	-	-	-	-	-	(3)
North Memphis	-	-	-	-	-	-	1	31	-30
Northwest Shelby	22	734,000	-	-	-	-	2	-	24
Oakhaven-Parkway Village	211	6,779,745	4	95,000	-	-	-	5	210
Quince	-	-	-	-	-	-	-	-	-
Raleigh-Bartlett	266	9,769,990	-	-	-	-	1	3	264
(City of Bartlett)	(95)	(3,643,495)	-	-	-	-	-	-	(95)
Shelby Farms-Germantown	305	17,329,300	-	-	-	-	1	2	304
(City of Germantown)	(118)	(7,214,800)	-	-	-	-	-	-	(118)
South Memphis	1	18,200	-	-	-	-	9	40	-30
University	-	-	-	-	12	855,767	-	17	-5
Walnut Grove	21	1,127,225	-	-	-	-	-	1	20
Whitehaven-Levi	14	451,500	-	-	-	-	-	3	11
Fourth Quarter 1977 Totals	965	40,531,478	4	95,000	12	855,767	19	172	828
Fourth Quarter 1976 Totals	797	29,356,445	8	119,000	-	-	10	138	677
Percent Change	121	138	-50	-20	-	-	190	125	122
Prior Twelve Months Total	3,937	161,797,658	80	1,070,250	1,557	69,466,637	67	773	4,868
Fourth Quarter 1975 Through Third Quarter 1976 Total	3,136	100,995,090	8	75,000	9	139,000	42	544	2,651
Percent Change	126	160	1,000	1,427	17,300	49,976	159	142	184

[1]Additions include moves into a Planning District and conversion from non-residential use.

[2]Deletions include moves from a Planning District, conversions to a non-residential use and demolitions.

[3]Planning District figures include the activity of the municipalities where applicable.

Figure 1

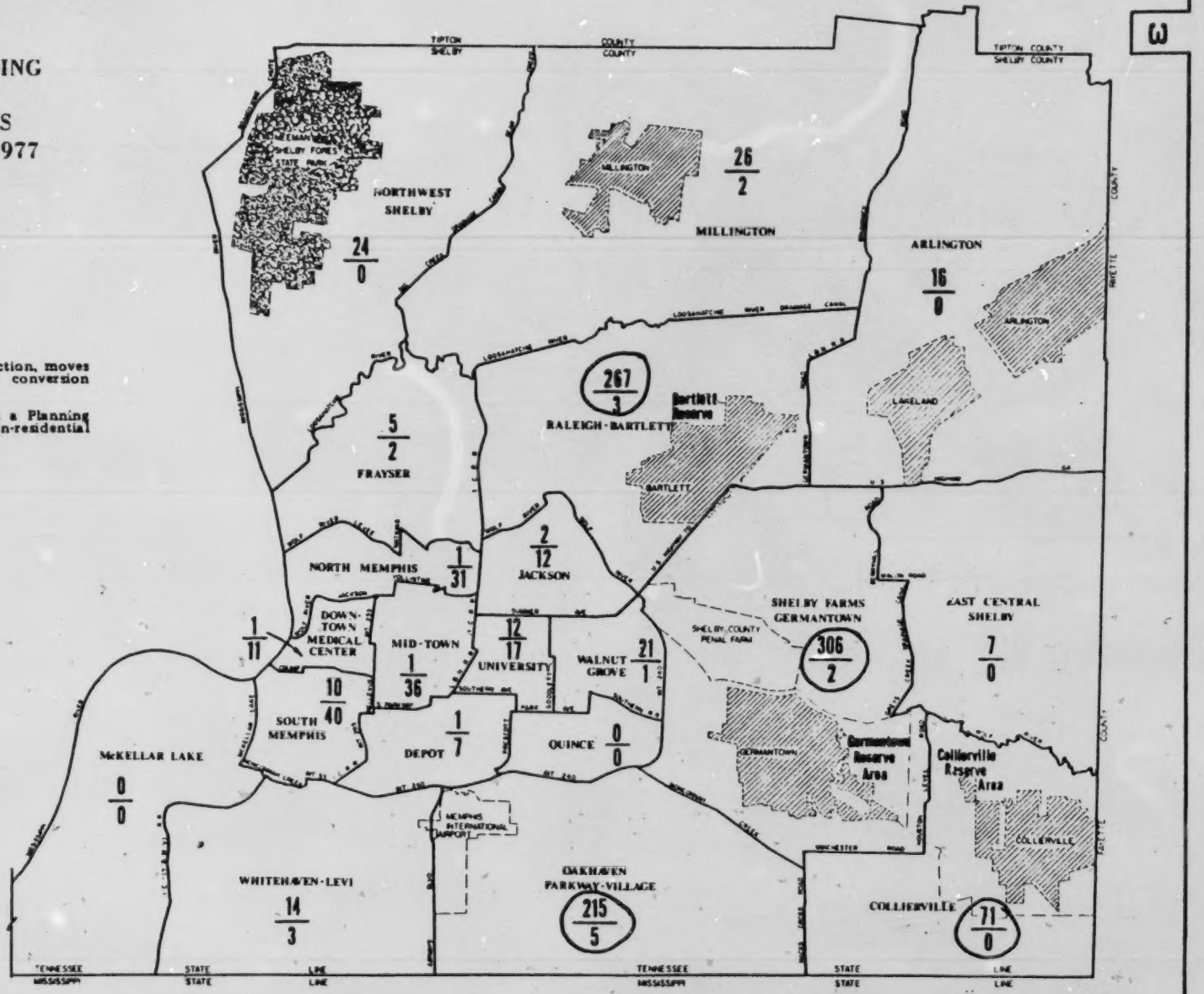
RESIDENTIAL BUILDING PERMITS ISSUED, BY PLANNING DISTRICTS FOURTH QUARTER 1977

LEGEND

Additions[1] / Deletions[2]

[1]Additions include new construction, moves into a Planning District and conversion from a non-residential use.

[2]Deletions include moves from a Planning District, conversions to a non-residential use, and demolitions.



BUILDING PERMITS
FOURTH QUARTER - TWO YEAR SUMMARY
OCTOBER 1, 1975 THROUGH DECEMBER 31, 1977

The total number of units authorized by building permits increased during the fourth quarter 1977, from the number authorized during the fourth quarter 1976. Although single-family units increased from 797 to 965, two-family units decreased by 50 percent and multi-family units increased to only 12. This increase in the number of single-family and multi-family residential units appears to be a result of the steady demand for single-family homes, renewed confidence in the economy and federally subsidized programs such as Section 8 for high rise units.[1]

Commercial units increased from 5 to 9 in the office category and other commercial units increased from 17 to 38 units. Industrial units increased from 14 during the fourth quarter of 1976 to 32 during the fourth quarter of 1977.

The two year comparison of building permits issued shows an increase in all categories with the exception of the industrial group which experienced a slight decrease. The most significant increase occurred in the number of multi-family units authorized. During the two year comparison building permits were issued for construction of nine units during the first year and permits were issued for 1,557 units during the second year. This increase was largely attributable to the Section 8 Program mentioned above.

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[1] Refers to Section 8 of the Housing and Community Development Act of 1974.

NOTE: The issuance of a building permit does not necessarily mean the corresponding construction of a dwelling unit. However, a summary of permits issued provides a good indicator of development trends.

TOPIC VII

ACADEMIC ACHIEVEMENT

Part I - A study of the effects of desegregation on academic achievement in grades 1-8 from 1969-70 to 1977-78

Part II - Staff perceptions of the effects of desegregation on academic achievement

TOPIC VII

Academic Achievement

Part I

A Study of the Effects of Desegregation on
Academic Achievement in Grades 1-8
from 1969-70 to 1977-78

Introduction

Part I of this report was prepared to assist in fulfilling the requirements of the Board of Education's resolution and the superintendent's directive to study "staff perceptions of the desegregation plan's internal and external effects as it relates to academic achievement." Specifically, Part I was designed to determine the effects of desegregation on achievement as revealed by the Metropolitan Achievement Tests (MAT). The MAT was administered to all students in grades one through eight in the spring of each year. Total grade equivalents from the MAT were used as indicators of achievement in this report.

Achievement of black students and white students was studied in grades three, five, and seven as it related to the racial composition of the school immediately after the implementation of Plan Z (the 1973-74 school year) and in 1978. Five categories of racial composition were used for this report. These categories are defined in the succeeding section. Additionally, the racial composition of each school and the MAT achievement results were examined from the 1969-70 school year through the 1972-73 school year. Thus, Part I is a nine year study of the achievement of black students and white students in grades three, five, and seven from the 1969-70 school year to the 1977-78 school year.

Also included in Part I is a graphic presentation of the racial

composition (by grade level) of grades one through eight and the MAT total grade equivalents of black students, white students, and all students combined in grades one through eight. These data were reported by school year, beginning with the 1969-70 school year and concluding with the 1977-78 school year.

Procedures

To assist in determining the effects of desegregation on achievement in the Memphis City Schools, total grade equivalents from the Metropolitan Achievement Tests (MAT), administered in the spring of each year, were examined for a nine year period beginning with the 1969-70 school year and ending with the 1977-78 school year. (Hereafter, a year such as 1971 will refer to the 1970-71 school year; the year 1972 will refer to the 1971-72 school year, etc.). Specifically, MAT total grade equivalents were studied for grades three, five, and seven according to the racial composition of the school immediately after (fall, 1973) implementation of Plan Z and according to the racial composition of the school in 1978.

Theoretically, 18 categories of school racial composition were conceived for this study. These 18 categories are shown in Table 1.

Table 1

Eighteen Theoretical Categories Of
School Racial Composition

Category	% Black Fall, 1973	% Black Fall, 1977
1	0-25	0-25
2	0-25	26-50
3	0-25	51-75
4	0-25	76-100
5	26-50	0-25
6*	26-50	26-50
7	26-50	51-75
8	26-50	76-100
9	51-75	0-25
10	51-75	26-50
11*	51-75	51-75
12*	51-75	76-100
13	76-100	0-25
14	76-100	26-50
15	76-100	51-75
16*	76-100	76-100
17	-0-	-0-
18*	100	100

*Indicates the categories which actually existed and were studied.

In actuality, only five categories (6, 11, 12, 16, and 18) existed for the purposes of this study. In order to be considered a category, four or more schools, at grade levels three, five, and seven, must have shown the racial composition indicated.

Sources of Data

Several documents were referred to for this study. The major sources of information were:

1. Achievement test results from the Division of Guidance and Pupil Adjustment;

2. Preliminary Analysis of 1978-79 Enrollment Data prepared by Dr. O. Z. Stephens, Director, Division of Planning;

3. Analysis of Enrollment by School from 1962 to 1974, (Updated in 1975 and 1976), prepared by Dr. O. Z. Stephens, Director, Division of Planning;

4. Superintendent's Report (2nd reporting period) for 1970 to 1978;

5. The Development of School Facilities in the Memphis City School System, 1865 to Present, 1977, Division of Research and Planning; and

6. Dr. O. Z. Stephens, Director, Division of Planning and Mr. David Sojourner, Planning Assistant.

Definition of Terms

The following words, phrases or concepts used in this report deserve further clarification:

1. The phrase "100% black" or "all black" refers to schools which had at least 99% black student enrollments.

2. Because some schools had the grade organization seven through twelve, the racial composition of grades seven through nine was used when possible to establish the school's category.

3. When the number of scores comprising the median for a particular grade did not exceed fourteen, the median was not used in this study.

4. For the notation, 26-50 to 26-50, the first pair of numerals refers to the percentage of black student enrollment for 1974, and the second pair refers to the percentage of black student enrollment in 1978. Therefore, the notation, 26-50 to 51-75, in this text is interpreted to mean that the percent of black student enrollment for 1974 was between 26 and 50, and the percent of black student enrollment in 1978 was between 51 and 75.

Limitations

The following is a brief discussion of the limitations effecting the information contained in Part I of this report:

1. Although Part I of this report spans a nine year period, it is not longitudinal in the sense that the same group of students was studied over the nine year period. For example, students who were in the third grade in 1970, were compared to students in the third grade in 1971, rather than following third grade students into the fourth, fifth, and sixth grades, etc.

2. MAT total grade equivalents were simply displayed graphically according to the racial composition of the school. No statistical treatment of the data was conducted.

3. Socio-economic status of students was not considered.

4. Grade equivalents, which may be misleading, were the units of measurement used in this study.

Results for Third, Fifth, and Seventh Grade Students from Schools in the 26-50 to 26-50 Category

In this section achievement results for black students and white students from schools in the 26-50 to 26-50 category will be discussed by grade beginning with grade 3, followed by grade 5, and ending with grade 7.

Grade 3

Racial composition of the student body. Table 2 reveals that eight elementary schools which had grade 3 from 1970 to 1978 fit into the category of having student enrollments between 26 and 50% black during the first year of Plan Z (the 1973-74 school year) and between 26 and 50% black for the 1977-78 school year. Four of these schools had all white student enrollments prior to Plan A. Enrollment data prior to 1974 were not available for two of the schools. The percent of black students increased in one school before Plan A, and one school had 3 to 4% black enrollment before Plan A.

The percent black enrollment increased slightly (less than 9%) in two schools after Plan Z. The percent black enrollment fluctuated in five schools after Plan Z; of these five schools, the lowest percent black enrollment was 31 and the highest percent black enrollment was 54. The percent black enrollment declined slightly (from 33 to 29) in one school after Plan Z.

Achievement of black students. Because there were few black students enrolled in these eight schools prior to 1974, no pattern of achievement for third grade black students was evident prior to Plan Z. There was evidence to indicate that in five of the eight schools achievement for

third grade black students increased beginning in 1976 and continuing to 1978. In the other three schools the achievement of third grade black students declined from 1977 to 1978. (See Figure 1.)

Achievement of white students. No general pattern of achievement for third grade white students was revealed from 1970 to 1978. Achievement differences among schools were less varied in 1978 than in the previous four years. There was little difference in the medians from 1975 to 1978. (See Figure 2.)

Table 2

Percent Black Enrollment Prior to Plan Z and After Plan Z
for Eight Schools in the 26-50 to 26-50 Category
Which Had Grade 3 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	Increased from 2 to 12% before Plan A; 48% after Plan A	Fluctuated between 47 and 50%
b	No data prior to 1974	Fluctuated between 31 and 34%
c	None (all white)	Increased from 34 to 43%
d	None before Plan A; 29% after Plan A	Fluctuated with a low of 33% in 1977 and 1978 and a high of 38% in 1976
e	None	Fluctuated with a low of 45% in 1978 and a high of 54% in 1976
f	No data prior to 1974	Fluctuated with a low of 32% in 1977 and a high of 39% in 1974 and 1975
g	3 to 4%	Decreased from 33 to 29%
h	None before Plan A; 40% after Plan A	Increased from 33 to 40%

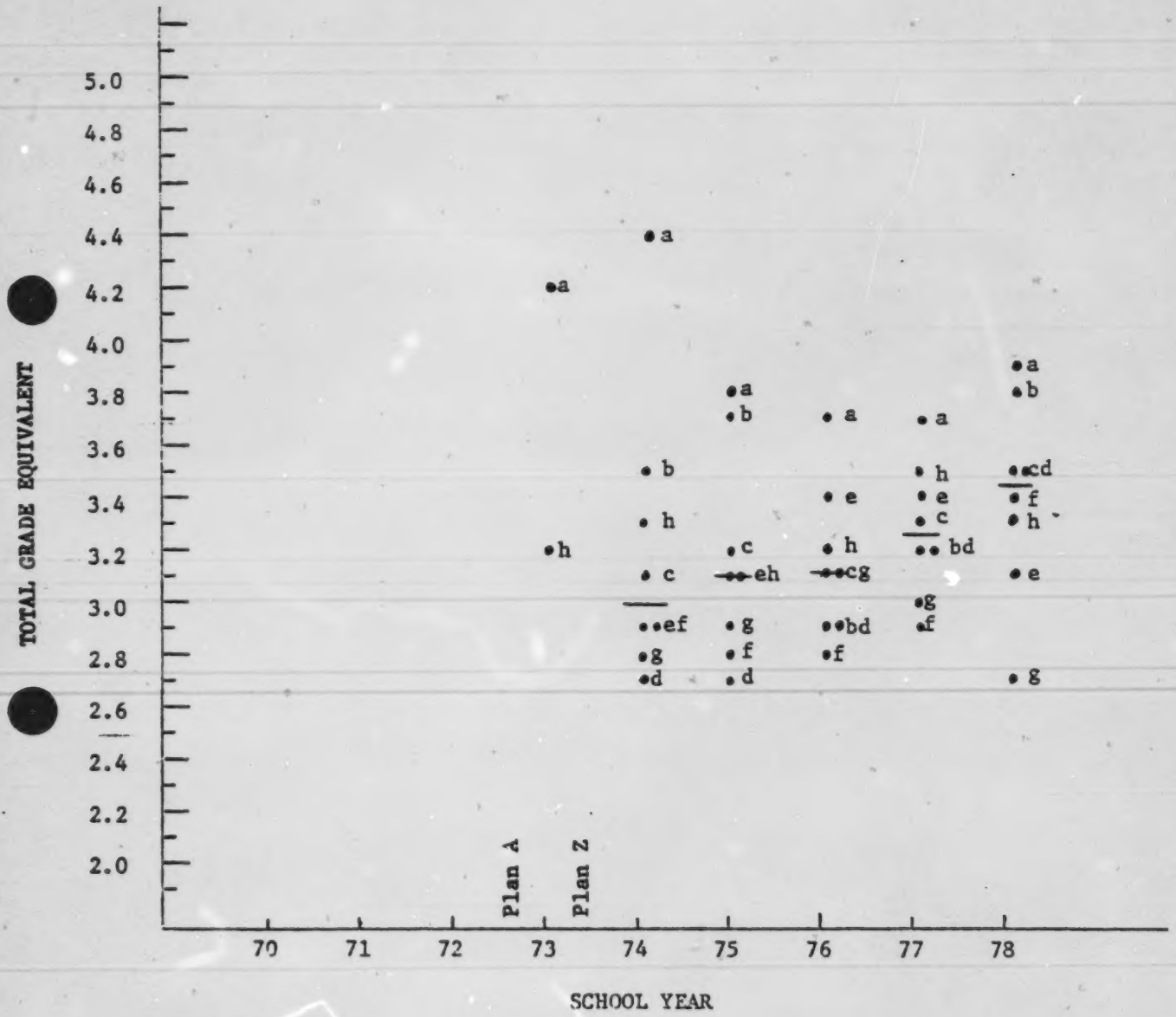

Figure 1 Total grade equivalents for third grade black students in eight schools which were 26 to 50% black before Plan Z and which were 26 to 50% black in 1978. (The approximate median for the year is indicated by a straight line.)

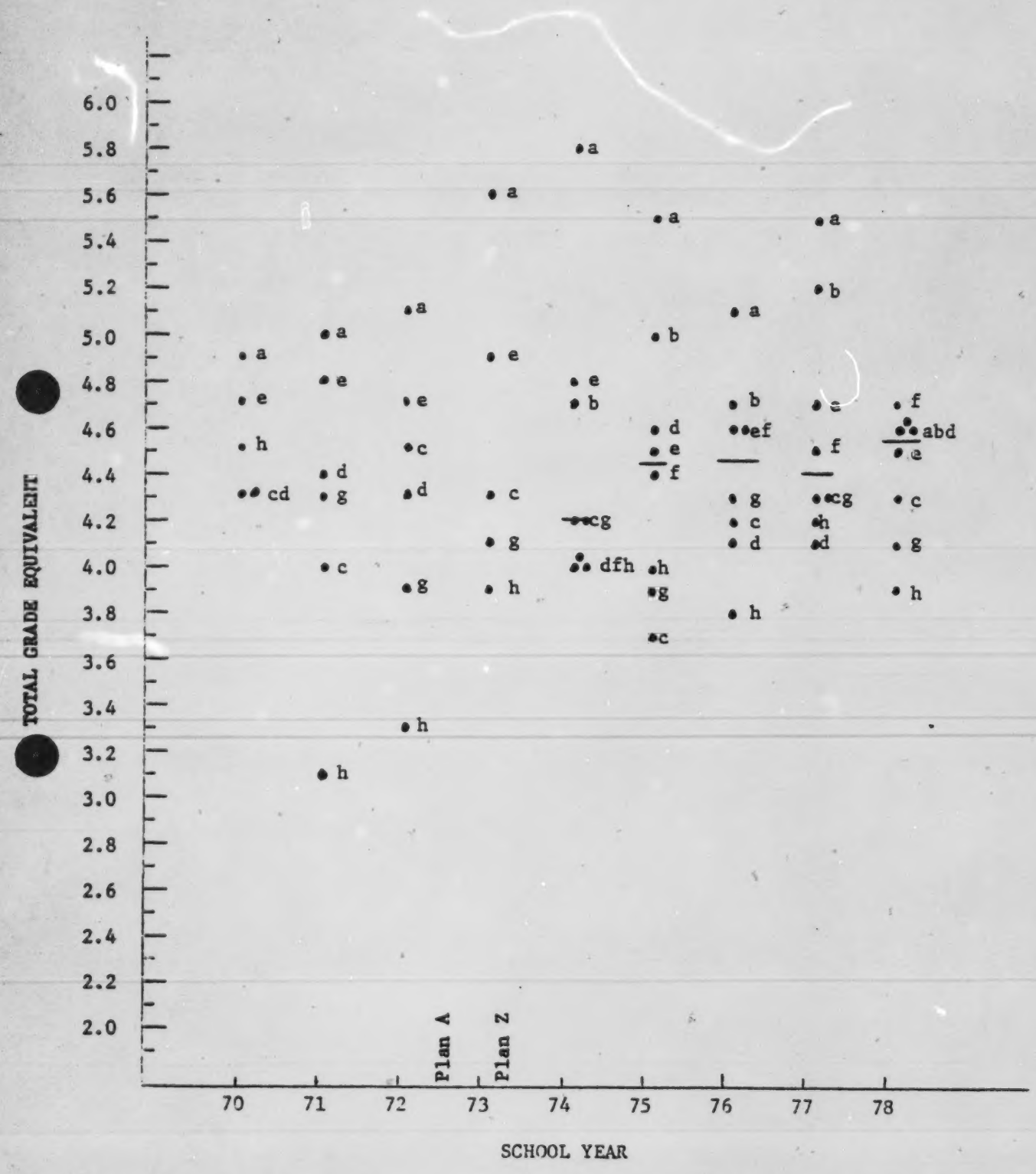

Figure 2 Total grade equivalents for third grade white students in eight schools which were 26 to 50% black before Plan Z and which were 26 to 50% black in 1978. (The approximate median for the year is indicated by a straight line.)

Grade 5

Racial composition of the student body. There were eight elementary schools with a fifth grade from 1970 to 1978 which fit into the category of having black student enrollments between 26 and 50% during the first year of Plan Z (1973-74) and of having black student enrollments between 26 and 50% in 1978. Four of the eight schools had virtually all white student enrollments before Plan A. There were no data for two of the schools prior to Plan A. The other two schools had student enrollments between 2 and 12% black prior to Plan A.

After Plan Z the percent of black students increased in three of the schools from as low as 27 to as high as 43. In one school the percent of black students decreased slightly after Plan Z. In the other four schools the percent of black students fluctuated form as low as 31 to as high as 50 after Plan Z. (See Table 3.)

Achievement of black students. Because there were few black students enrolled in these eight schools prior to 1974, no general pattern of achievement for fifth grade black students was discernible prior to Plan Z. There was some evidence that achievement for fifth grade black students increased between 1976 and 1978, however, these eight schools were heterogeneous with respect to achievement. (See Figure 3.)

Achievement of white students. Figure 4 reveals no general pattern of achievement for fifth grade white students during the nine year period studied. The group of eight schools was heterogeneous with respect to achievement. There was little difference in the medians from 1976 to 1978.

Table 3

Percent Black Enrollment Prior to Plan Z and After Plan Z for Eight Schools in the 26-50 to 26-50 Category Which Had Grade 5 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	Increased from 2 to 12% before Plan A; 48% after Plan A	Fluctuated between 47 and 50%
b	No data before 1974	Fluctuated between 31 and 34%
c	None (all white)	Increased from 34 to 43%
d	None before Plan A; 18% after Plan A	Increased from 27 to 32%
e	None	Fluctuated between 45% in 1978 and 54% in 1976
f	No data before 1974	Fluctuated between 32% in 1977 and 39% in 1974
g	3 to 4%	Decreased from 33 to 29%
h	None before Plan A; 40% after Plan A	Increased from 33 to 40%

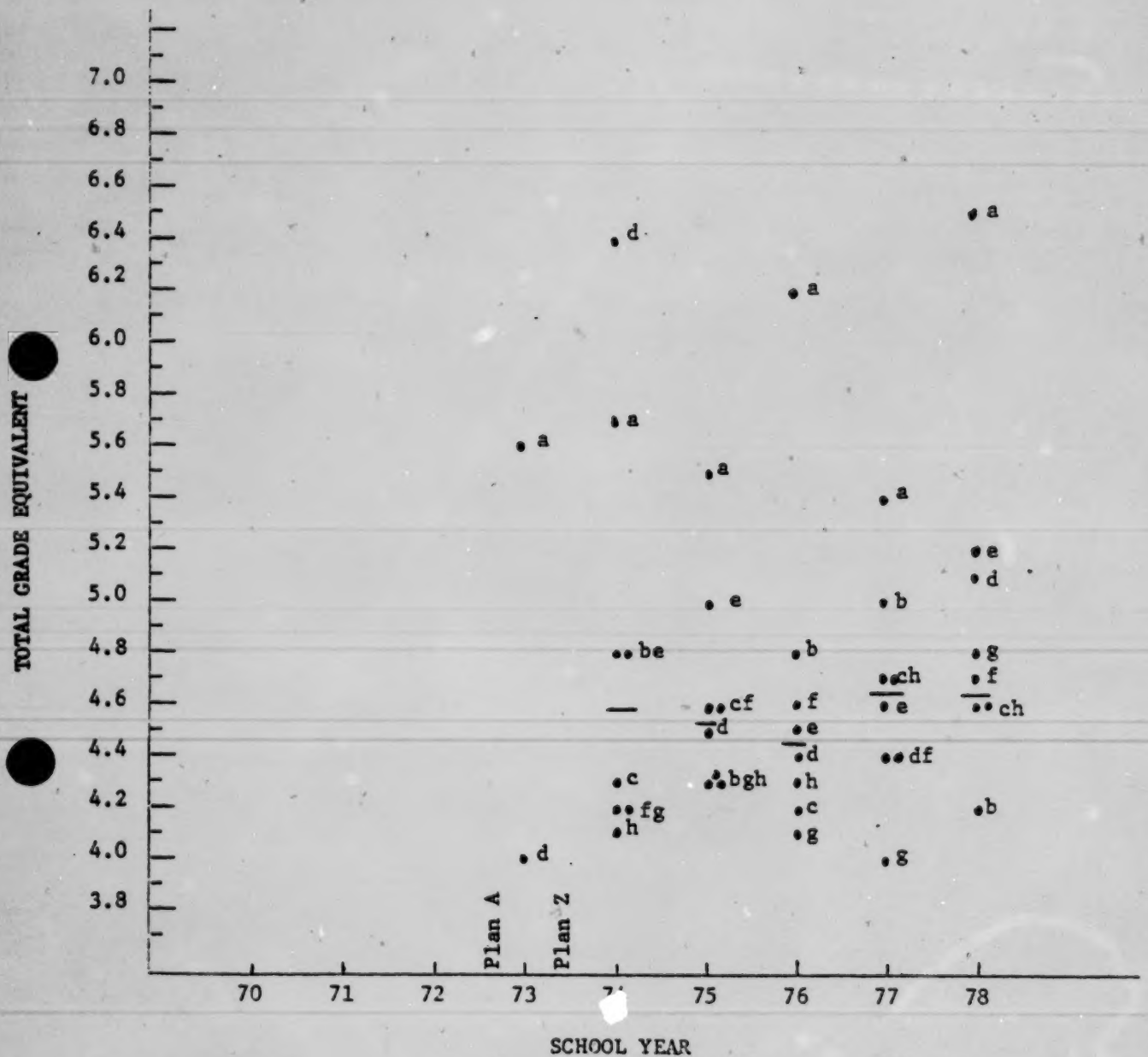

Figure 3 Total grade equivalents for fifth grade black students in eight schools which were 26 to 50% black before Plan Z and which were 26 to 50% black in 1978. (The approximate median for the year is indicated by a straight line.)

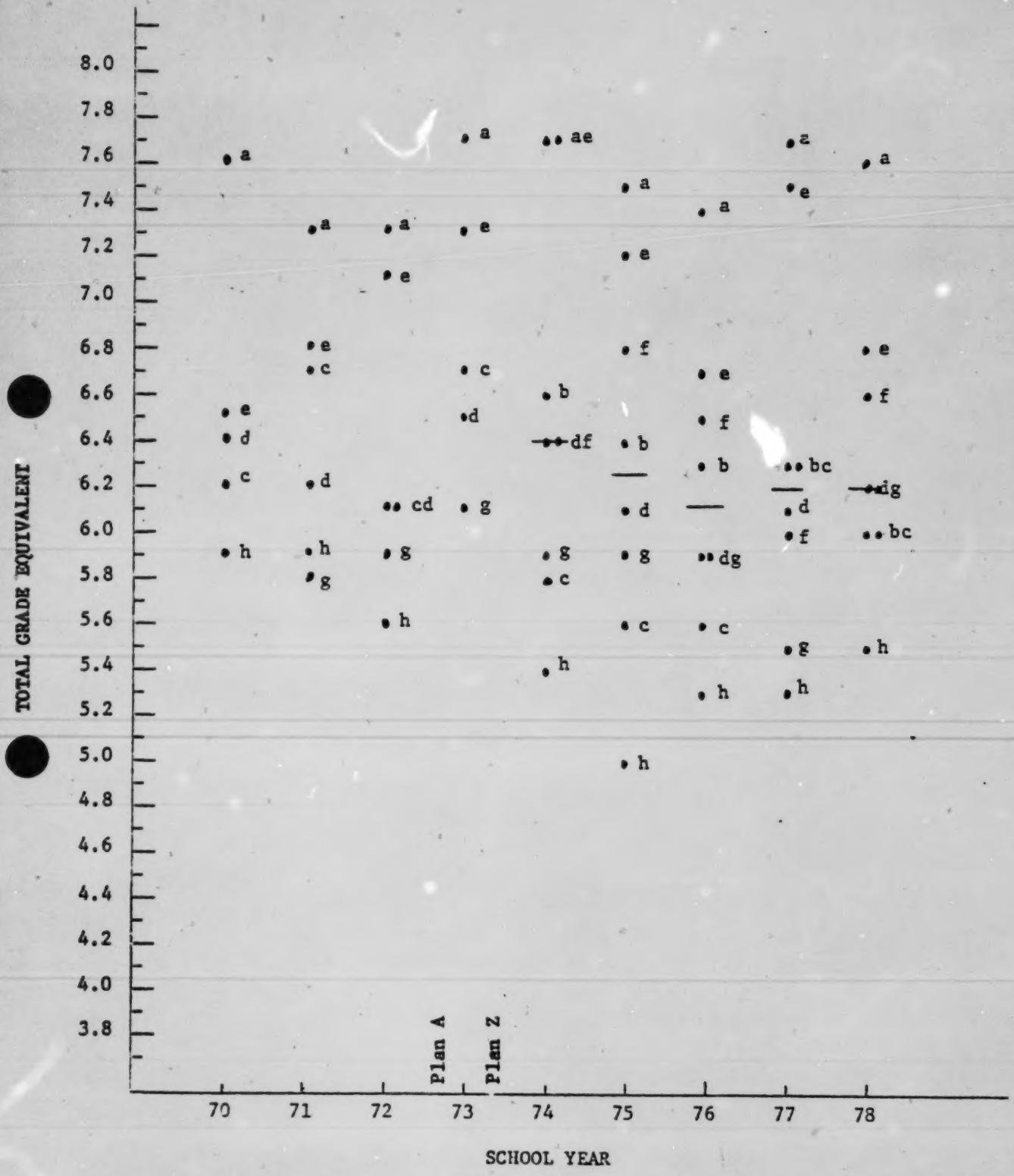

Figure 4 Total grade equivalents for fifth grade white students in eight schools which were 26 to 50% black before Plan Z and which were 26 to 50% black in 1978. (The approximate median for the year is indicated by a straight line.)

Grade 7

Racial composition of the student body. Seven secondary schools which had grade 7 from 1970 to 1978 fit into the category of having student enrollments which were between 26 and 50% black during the first year of Plan Z (1973-74) and which also had a 26 to 50% black student enrollment for the 1977-78 school year. Four of the seven schools were virtually all white during the four years prior to Plan Z. Prior to Plan Z, none of the seven schools had black enrollments exceeding 21%.

After Plan Z most (five) of the seven schools had no sharp or dramatic increases in the percent of black students. The school which showed the largest increase in the percent of black students increased from 38 to 49%. By 1978 the range of percent of black students in these seven schools was between 34 and 49. (See Table 4.)

Achievement of black students. As seen in Figure 5, only three schools had achievement results for seventh grade black students prior to Plan Z, therefore, no general pattern of achievement was discerned for blacks between 1970 and 1973. In 1977 and 1978 there is some evidence of an increase in achievement for seventh grade black students.

Achievement of white students. The general pattern of achievement for seventh grade white students was one of decline from 1970 to 1974. No general pattern of achievement for seventh grade white students was revealed between 1974 and 1978; three schools showed declines from 1974 to 1975, and four showed increases. All seven schools showed declines from 1975 to 1976. (See Figure 6.)

Table 4

Percent Black Enrollment Prior to Plan Z and After Plan Z for Seven Schools in the 26-50 to 26-50 Category Which Had Grade 7 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	None (all white)	Fluctuated between 38 and 41%
b	None	Fluctuated from a low of 34% in 1978 to a high of 41% in 1976
c	Increased from 4 to 19%	Fluctuated from a low of 31% in 1976 to a high of 36% in 1974
d	None prior to 1973; 13% prior to Plan A; 21% after Plan A	Fluctuated between 42 and 44%
e	None	Increased from 35 to 45%
f	5 to 6%	Increased from 38 to 49%
g	None	Fluctuated between 35 and 38%

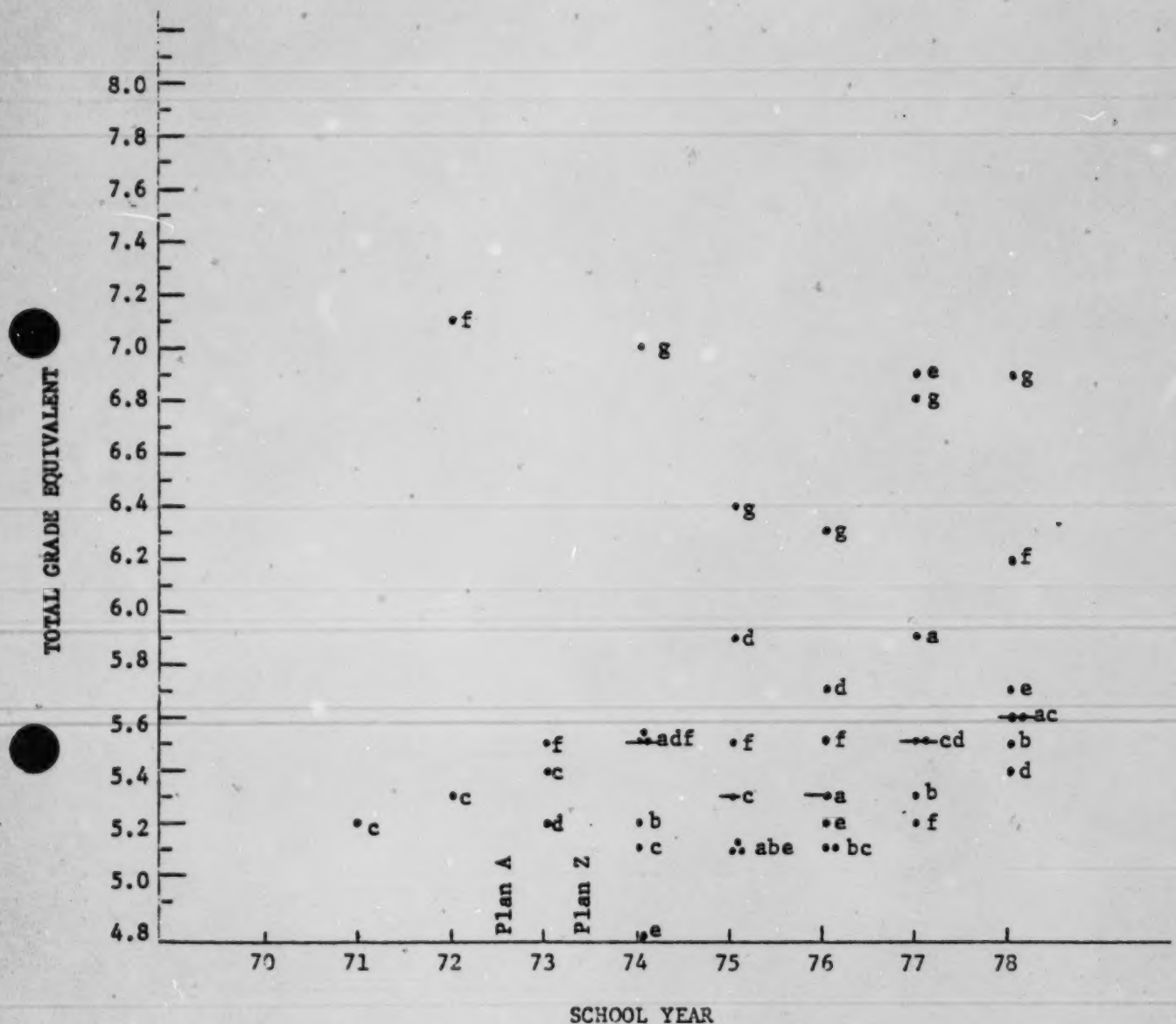

Figure 5 Total grade equivalents for seventh grade black students in seven schools which were 26-50% black prior to Plan Z and which were 26-50% black in 1978. (The approximate median for the year is indicated by a straight line.)

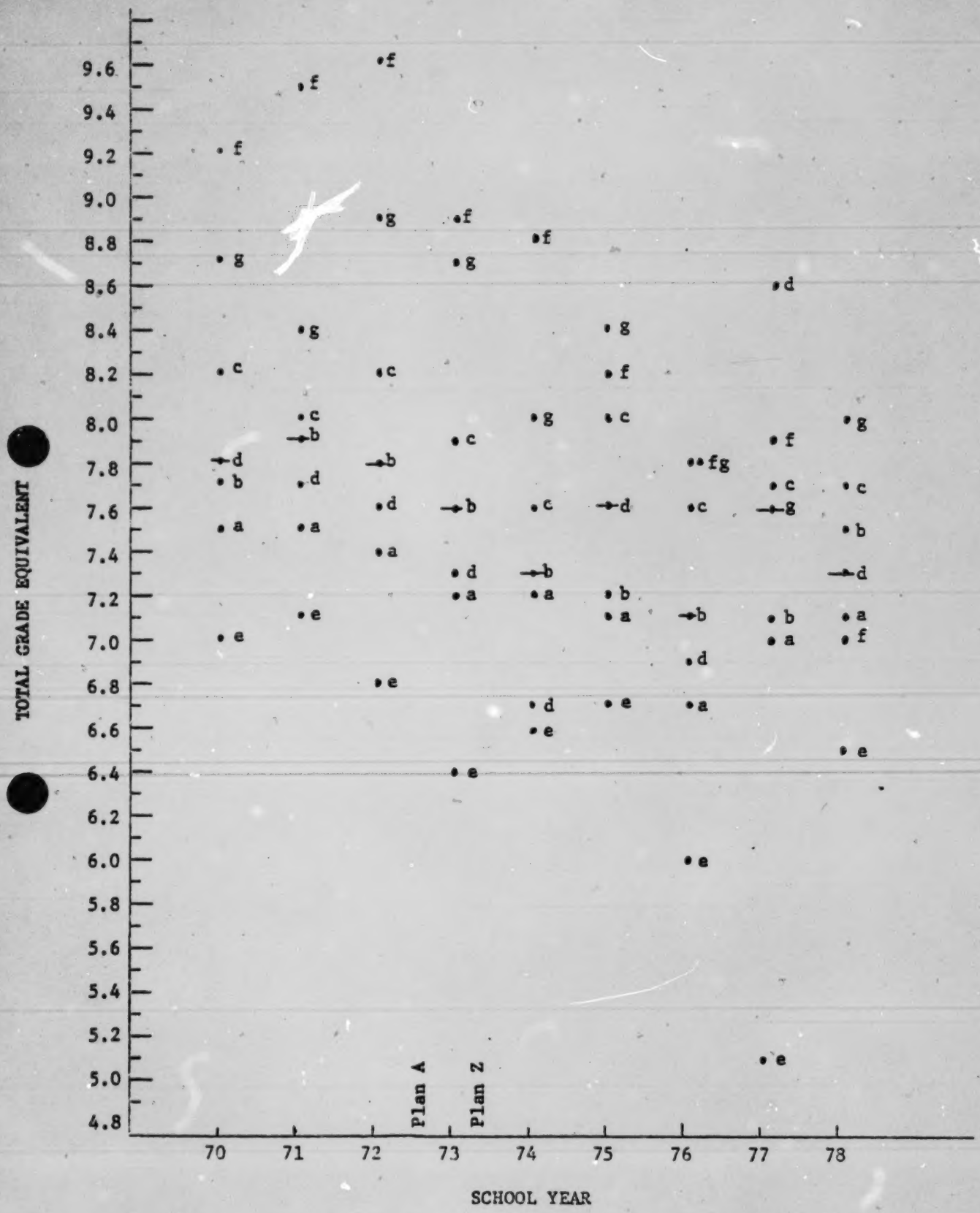

Figure 6 Total grade equivalents for seventh grade white students in seven schools which were 26-50% black prior to Plan Z and which were 26-50% black in 1978. (The approximate median for the year is indicated by a straight line.)

Results for Third, Fifth, and Seventh Grade Students from Schools in the 51-75 to 51-75 Category

In this section achievement results for black students and white students from schools in the 51-75 to 51-75 category will be discussed by grade, beginning with grade 3, followed by grade 5, and ending with grade 7.

Grade 3

Racial composition of the student body. Thirteen elementary schools with grade 3 from 1970 to 1978 fit into the category of having student enrollments between 51 and 75% black during the first year of Plan Z (1973-74) and between 51 and 75% black during 1977-78. Eight of the thirteen schools had all white student enrollments prior to Plan A.

After Plan Z the percent of black students increased in eight of the schools. The percent of black students decreased (less than 10%) in three schools after Plan Z. The percent of black students fluctuated in the other two schools after Plan Z. (See Table 5.)

Achievement of black students. Because most (8 of 13) of the schools were virtually all white prior to Plans A and Z, no pattern of achievement for third grade black students was evident prior to 1974. Achievement for third grade black students after Plan Z showed an increase from 1976 to 1978. (See Figure 7.)

Achievement of white students. There was evidence (see Figure 8.) that achievement for third grade white students declined in 1971 and 1972, increased in 1973, then declined (to a lower point than in 1971 and 1972)

in 1974. During 1976, 1977, and 1978 achievement increased for third grade white students.

Table 5

Percent Black Enrollment Prior to Plan Z and Ater Plan Z for 13 Schools in the 51-75 to 51-75 Category Which Had Grade 3 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	None (all white)	Increased from 65 to 69%
b	None (all white)	Fluctuated from a low of 70% in 1974 to a high of 76% in 1976
c	No data prior to 1973, 60% in 1973	Decreased from 57 to 53%
d	None	Decreased from 60 to 54%
e	None	Increased from 52 to 66%
f	None prior to Plan A; 56% after Plan A	Increased from 63 to 68%
g	Increased from 11 to 18% before Plan A; 58% after Plan A	Fluctuated from a low of 60% in 1975 to a high of 70% in 1978
h	None prior to Plan A; 58% after Plan A	Decreased from 62 to 55%
i	None prior to 1973; 13% prior to Plan A; 18% after Plan A	Increased from 57 to 62%
j	Decreased from 97% in 1970 to 95% before Plan A; 82% after Plan A	Increased from 65 to 70%
k	Increased from 12 to 30% before Plan A; 15% after Plan A	Increased from 56 to 67%
l	None before Plan A; 22% after Plan A	Increased from 58 to 64%
m	Increased from 28 to 58% before Plan A; 54% after Plan A	Increased from 61 to 75%

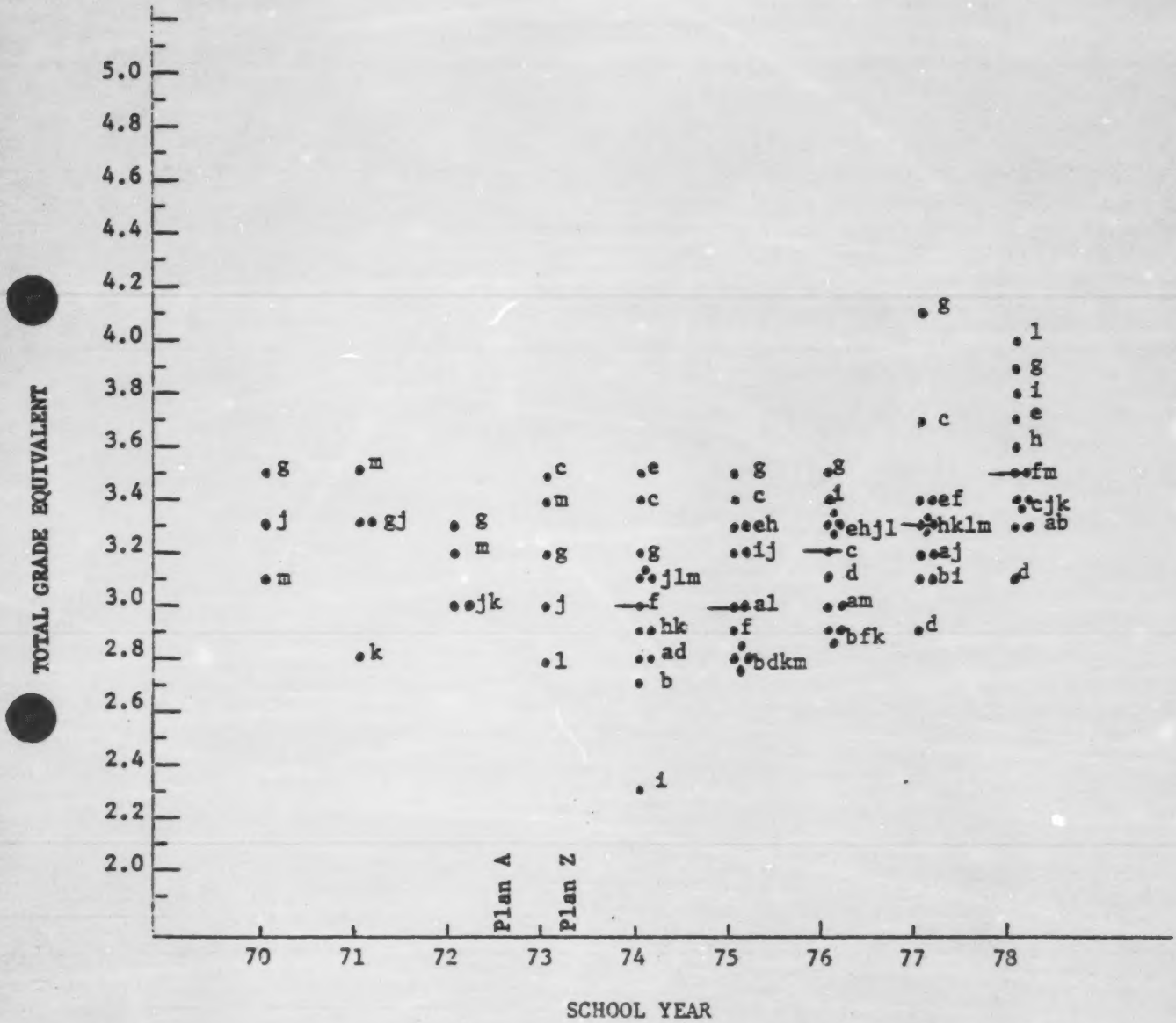

Figure 7 Total grade equivalents for third grade black students in 13 schools which were 51 to 75% black before Plan Z and which were 51 to 75% black in 1978. (The approximate median for the year is indicated by a straight line.)

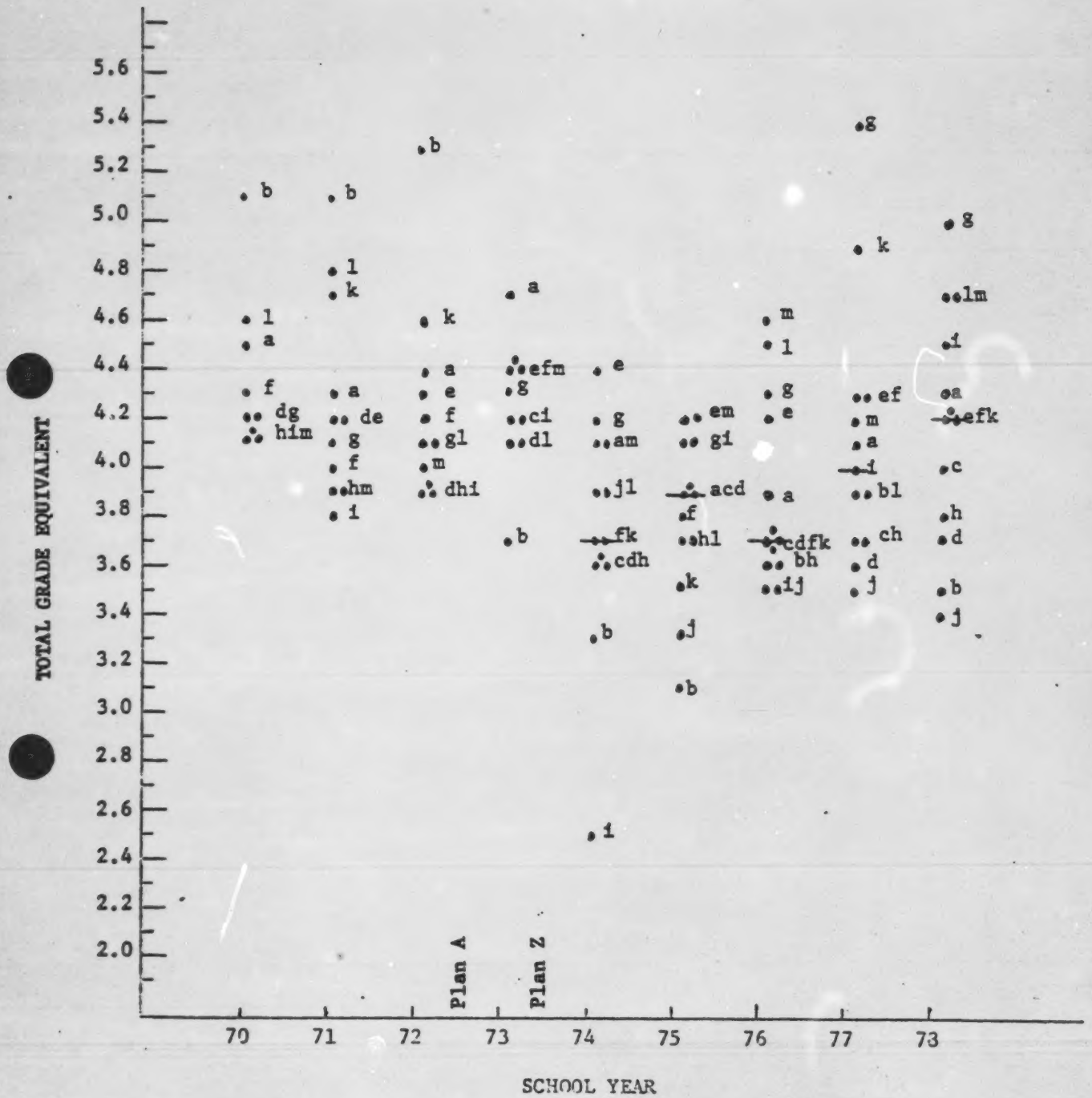

Figure 8 Total grade equivalents for third grade white students in 13 schools which were 51 to 75% black before Plan Z and 51 to 75% black in 1978. (The approximate median for the year is indicated by a straight line.)

Grade 5

Racial composition of the student body. Table 6 shows that there were nine elementary schools with a fifth grade from 1970 to 1978 which had between 51 and 75% black student enrollment during the first year of Plan A (1973-74) and which had between 51 and 75% black student enrollment in 1978. Of the nine schools, five had all white student enrollments before Plan Z. Three schools had black student enrollments which increased from as low as 12% to as high as 60% before Plan A.

After Plan Z five schools had black student enrollments which increased from as low as 54% to as high as 75%. The percent of black students decreased slightly in one school after Plan Z. The percent of black students fluctuated in three schools from as low as 53 to as high as 76 after Plan Z.

Achievement of black students. Because most of the schools had virtually all white student enrollments before Plan Z, no pattern of achievement for fifth grade black students was revealed prior to 1974. Between 1974 and 1977 achievement for fifth grade black students was approximately level. Achievement for fifth grade black students increased in 1978. (See Figure 9.)

Achievement of white students. No general pattern of achievement for fifth grade white students was revealed between 1970 and 1973. Achievement declined from 1973 to 1975 and increased between 1977 and 1978. (See Figure 10.)

Table 6

Percent Black Enrollment Prior to Plan Z and After Plan Z for Nine Schools in the 51-75 to 51-75 Category Which Had Grade 5 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	None (all white)	Increased from 54 to 65%
b	No data prior to 1973; 60% after Plan A	Decreased from 57 to 53%
c	None	Fluctuated between 53 and 61%
d	None	Increased from 64 to 73%
e	None before 1973; 17% before Plan A; 23% after Plan A	Fluctuated between 63 and 71%
f	Increased from 16 to 60% before Plan A; 61% after Plan A	Fluctuated between 65 and 76%
g	Increased from 12 to 30% before Plan A; 15% after Plan A	Increased from 56 to 68%
h	None prior to Plan A; 22% after Plan A	Increased from 58 to 64%
i	Increased from 28 to 58% before Plan A; 54% after Plan A	Increased from 61 to 75%

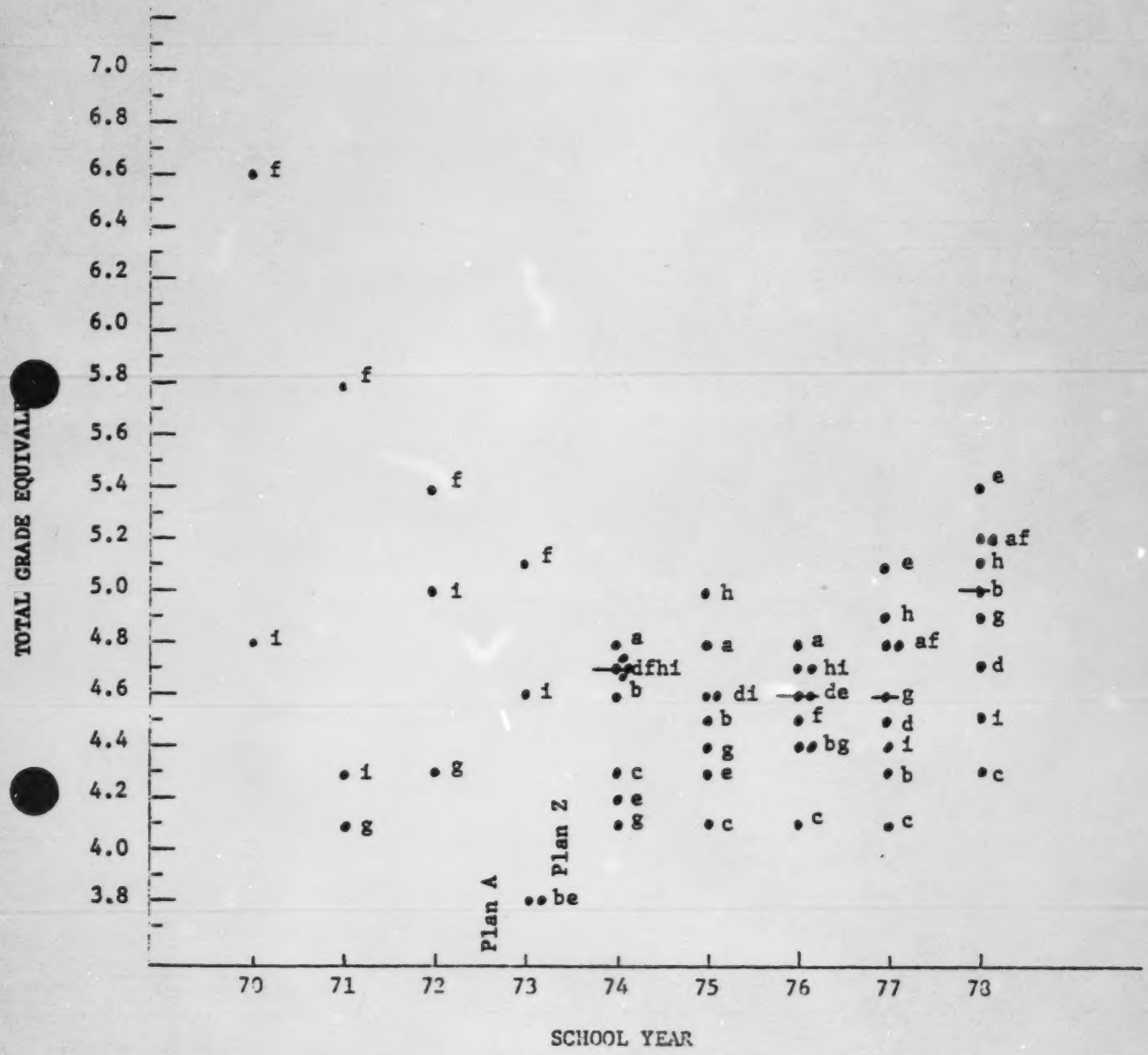

Figure 9 Total grade equivalents for fifth grade black students in nine schools which were 51 to 75% black before Plan Z and which were 51 to 75% black in 1978. (The approximate median for the year is indicated by a straight line.)

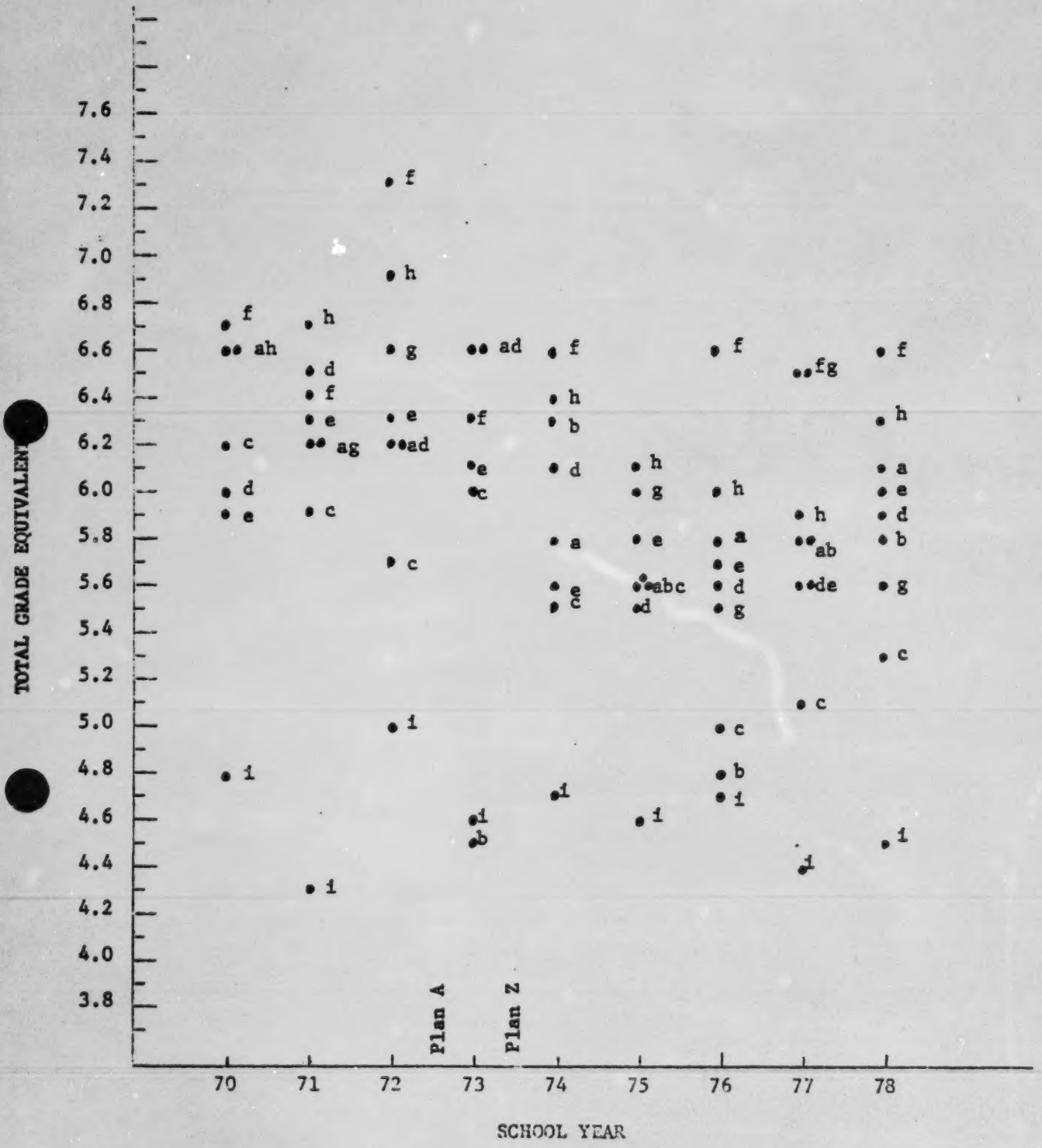

Figure 10 Total grade equivalents for fifth grade white students in nine schools which were 51 to 75% black before Plan Z and which were 51 to 75% black in 1978. (The approximate median for the year is indicated by a straight line.)

Grade 7

Racial composition of the student body. Table 7 reveals that there were four secondary schools which had a seventh grade during the nine year study period and which were between 51 and 75% black during the first year of Plan Z (1973-74) and which also had a 51 to 75% black enrollment for the 1977-78 school year. In two of the four schools there was an increase in the percent of black students during the years prior to Plan A. One school was all white prior to Plan A; one was all white until 1973 and became 10% black prior to Plan Z.

After Plan Z the percent of black students increased steadily in two schools. In one school the percent black enrollment increased after Plan Z until 1977; it then dropped slightly in 1978. In the fourth school the percent black enrollment fluctuated slightly from a low in 1978 to a high in 1976.

Achievement of black students. As revealed in Figure 12 no general pattern of achievement was discernible for seventh grade black students. However, the achievement level increased in three of the four schools between 1976 and 1977 and between 1977 and 1978.

Achievement of white students. No general pattern of achievement was discernible for seventh grade white students. Achievement for white students in two schools fluctuated dramatically over the nine year period. (See Figure 12.)

Table 7

Percent Black Enrollment Prior to Plan Z and After Plan Z for Four Schools in the 51-75 to 51-75 Category Which Had Grade 5 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	Increased from 35 to 55% prior to Plan A; 43% after Plan A	Increased from 64 to 70%
b	None (all white) bdfore Plan A; 45% after Plan A	Increased from 63 to 75%
c	All white 1970 and 71; 10% black prior to Plan A; 11% after Plan A	Fluctuated from a low of 51% in 1978 to a high of 58% in 1976
d	Increased from 4 to 22% before Plan A; 62% after Plan A	Increased from 60 to 73% by 1977, dropped to 71% in 1978.

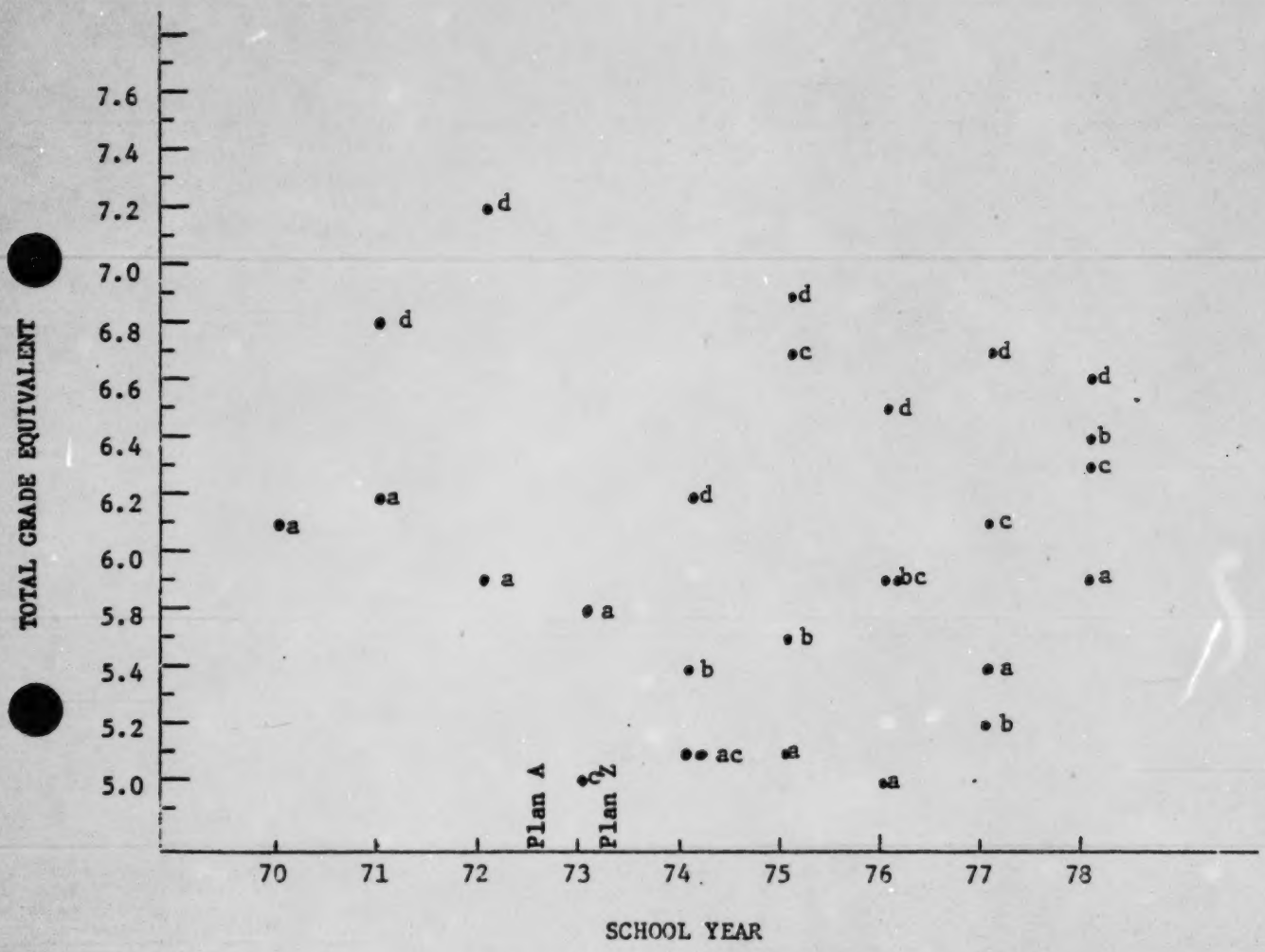

Figure 11 Total grade equivalents for seventh grade black students in four schools which were 51 to 75% black prior to Plan Z and which were 51 to 75% black in 1978.

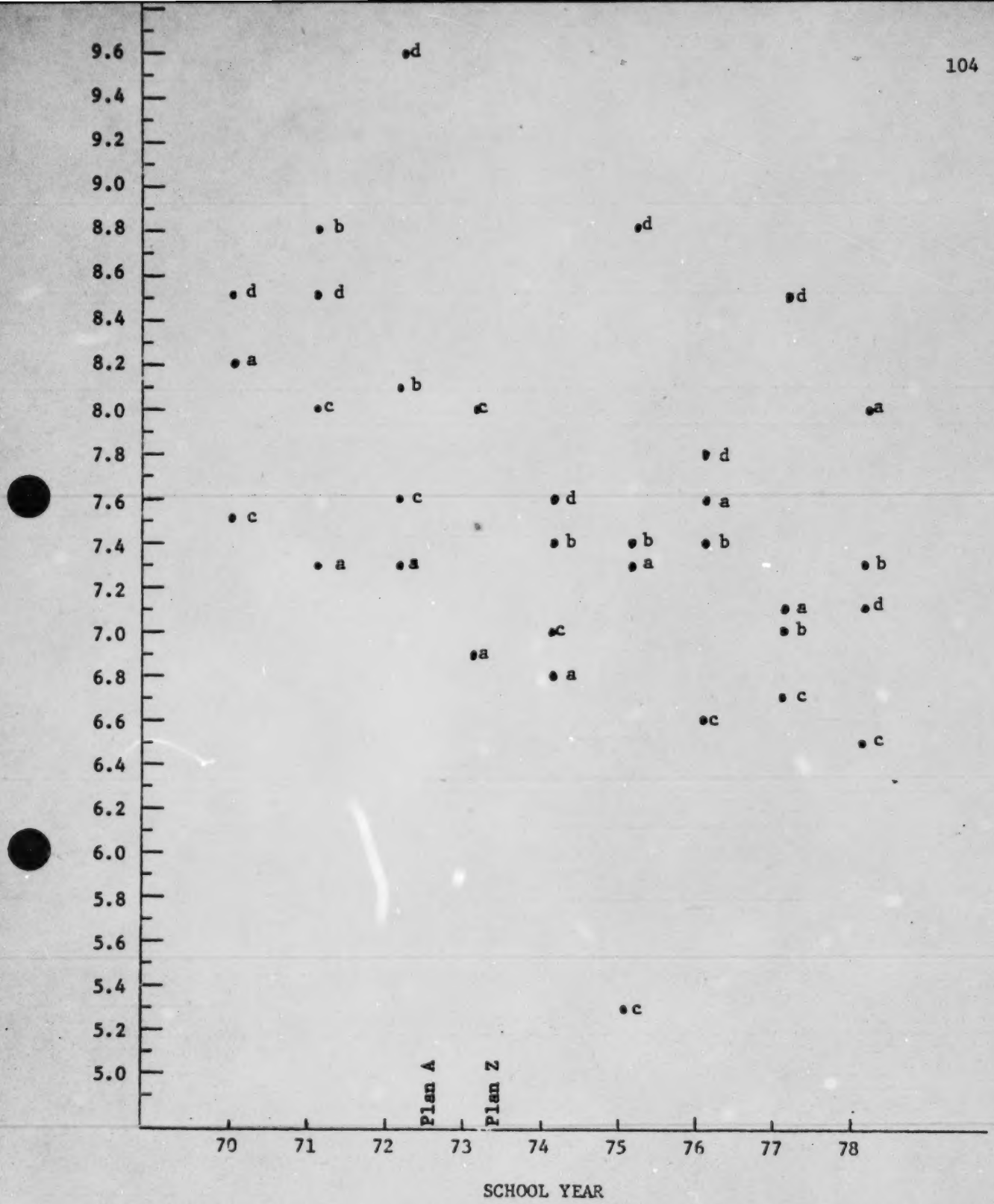

Figure 12 Total grade equivalents for seventh grade white students in four schools which were 51 to 75% black prior to Plan Z and which were 51 to 75% black in 1978.

Results for Third, Fifth, and Seventh Grade Students from Schools in the 51-75 to 76-100 Category

Achievement results for black students and white students from schools in the 51-75 to 76-100 category will be discussed in this section by grade level, beginning with grade 3, followed by grade 5, and concluding with grade 7.

Grade 3

Racial composition of the student body. Table 8 indicates that there were 12 elementary schools which had grade 3 from 1970 to 1978 and fit into the category of having black student enrollments between 51 and 75% during the first year of Plan Z (1973-74) and of having black student enrollments between 76 and 100% during the 1977-78 school year. Four of the 12 schools had 100% black enrollments before Plan A. The percent of black students in four schools increased prior to Plan A. Three schools were virtually all white prior to Plan A, and one fluctuated between 73 and 77% white.

After Plan Z the percent of black students increased in all schools from as low as 62 to as high as 92. After Plan Z the percent of black students in the other school fluctuated between 75 and 80.

Achievement of black students. Prior to Plan Z the achievement of black third grade students was at its lowest in 1971. In 1974 the achievement of black students was again low, but it increased between 1975 and 1978. The achievement differences among the schools became less varied over the nine year period studied. (See Figure 13.)

Achievement of white students. Figure 14 reveals no clear pattern of achievement for third grade white students. There is some evidence to suggest that achievement declined between 1973 and 1977 and increased in 1978.

Table 8

Percent Black Enrollment Prior to Plan Z and After Plan Z for 12 Schools in the 51-75 to 76-100 Category Which Had Grade 3 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	100% prior to Plan A; 73% after Plan A	Increased from 72 to 91%
b	Increased from 74 to 91% before Plan A; 91% after Plan A	Increased from 67 to 78%
c	Increased from 28 to 63% before Plan A; 64% after Plan A	Increased from 67 to 92%
d	100% before Plan A; 76% after Plan A	Increased from 76 to 84%
e	100%	Increased from 74 to 85%
f	100% before Plan A; 95% after Plan A	Increased from 69 to 90%
g	Increased from 19 to 56% before Plan A; 61% after Plan A	Increased from 62 to 76%
h	4 to 5%	Fluctuated between a low of 75% in 1974 and a high of 80% in 1975
i	Increased from 70 to 85% before Plan A; 64% after Plan A	Increased from 71 to 83%
j	Fluctuated between 23 and 27% before Plan A; 24% after Plan A	Increased from 63 to 77%
k	None (all white)	Increased from 70 to 77%
l	None (all white) before Plan A; 57% black after Plan A	Increased from 69 to 81%

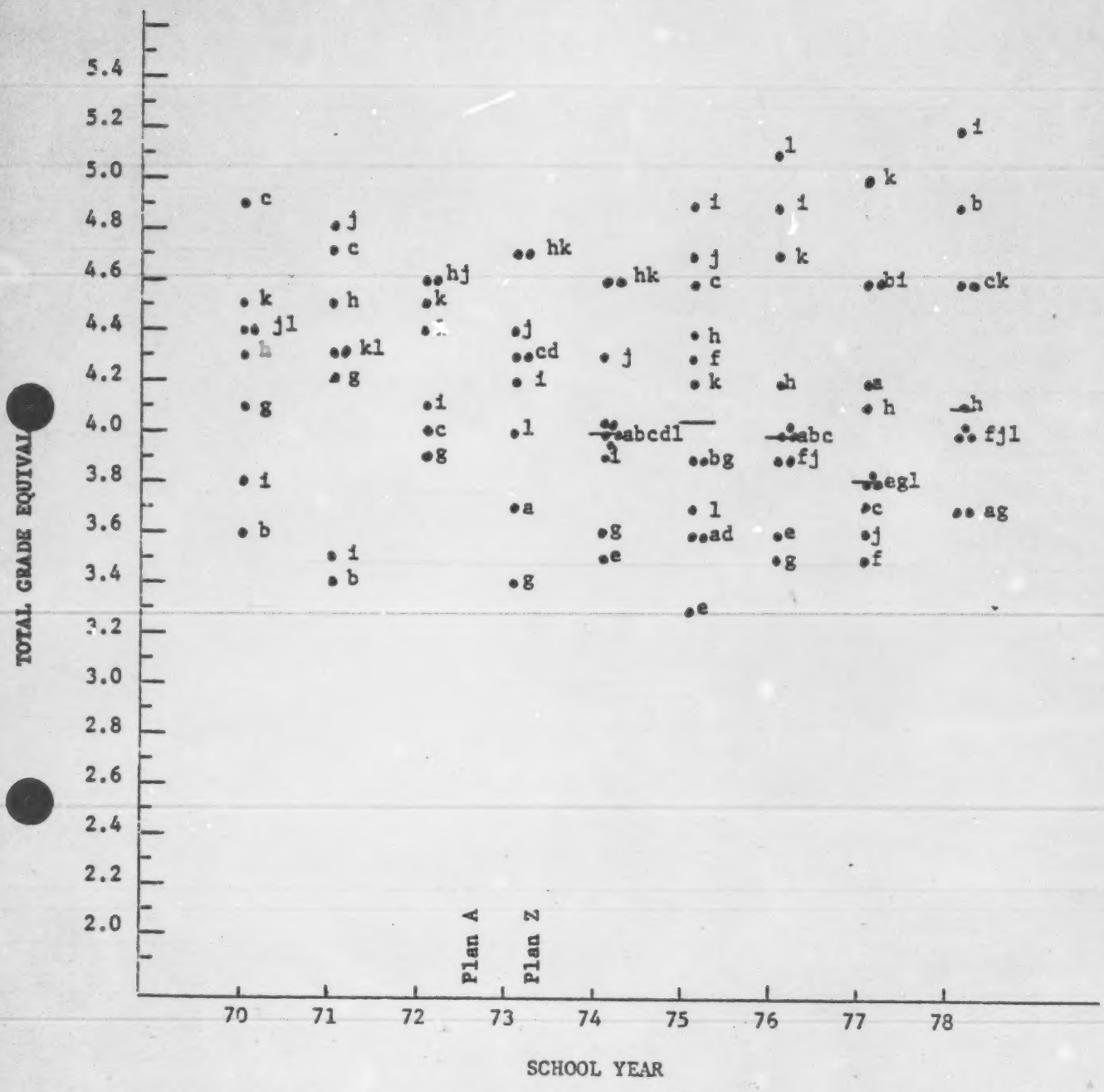

Figure 14 Total grade equivalents for third grade white students in 12 schools which were 51 to 75% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight l[illegible].)

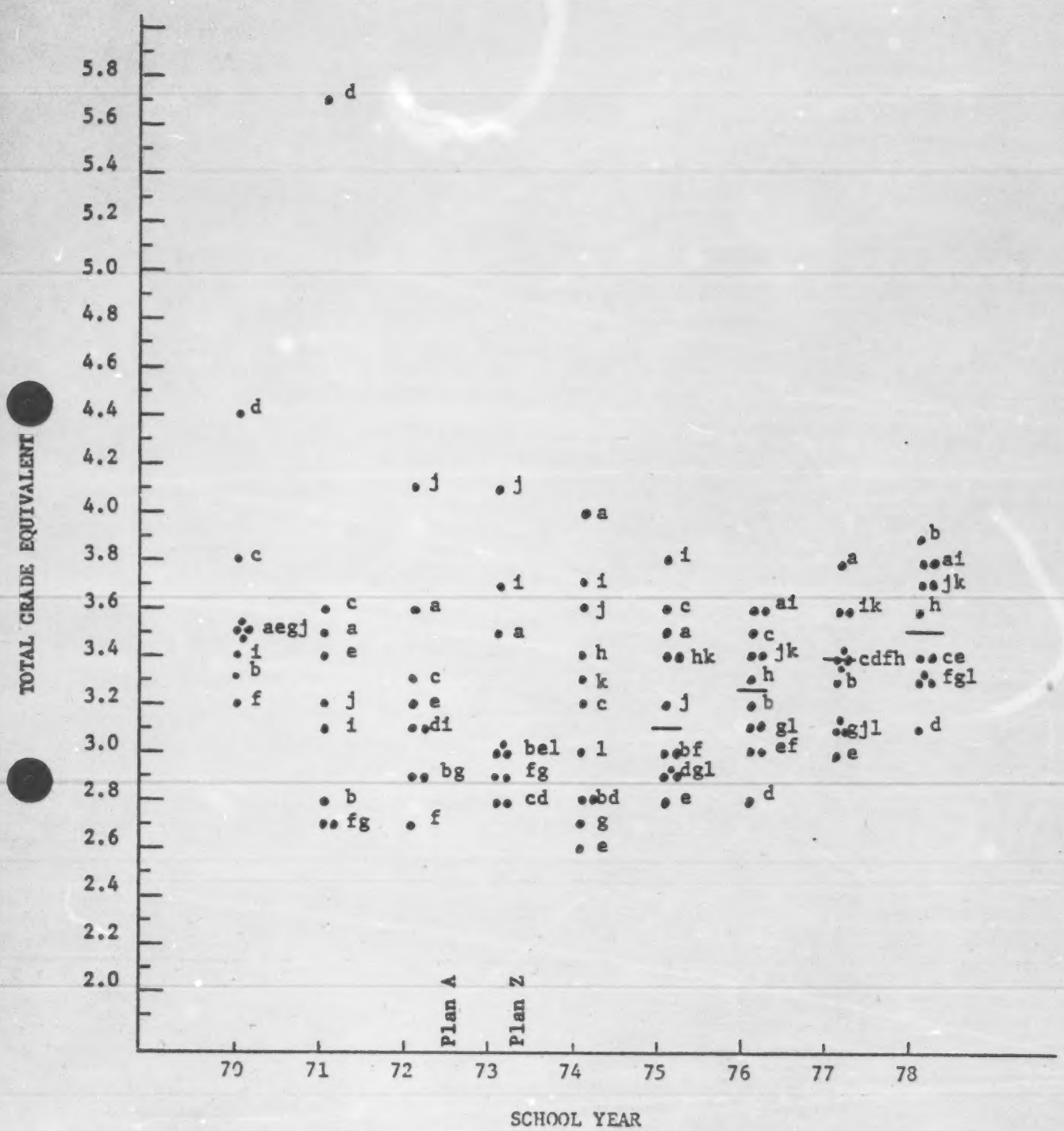

Figure 13 Total grade equivalents for third grade black students in 12 schools which were 51 to 75% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight line.)

Grade 5

Racial composition of the student body. Table 9 shows that there were 13 elementary schools with a fifth grade from 1970 to 1978 which had between 51 and 75% black student enrollments during the first year of Plan Z (1973-74) and which had between 76 and 100% black student enrollments in 1978. Four of the schools had all white student enrollments prior to Plan A and three of the schools had all black student enrollments before Plan A. The percent of black students increased in four schools prior to Plan A.

After Plan Z the percent of black students increased in 12 of the 13 schools from as low as 52 to as high as 92.

Achievement of black students. Figure 15 does not reveal a clear pattern of achievement for fifth grade black students from 1970 to 1974. For the period 1974 to 1978 achievement for fifth grade black students was highest in 1978.

Achievement of white students. Although the achievement of fifth grade white students in some schools showed sharp increases and decreases during the nine year study period, there was some evidence to suggest that the general pattern of achievement was one of decline between 1972 and 1978. (See Figure 16.)

Table 9

Percent Black Enrollment Prior to Plan Z and After Plan Z for 13 Schools in the 51-75 to 76-100 Category Which Had Grade 5 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	Increased from 1 to 16% before Plan A; 70% after Plan A	Increased from 70 to 91%
b	Increased from 28 to 64%	Increased from 67 to 92%
c	None (all white)	Increased from 60 to 79%
d	None before Plan A; 10% after Plan A	Increased from 52 to 76%
e	100%	Fluctuated from a low of 68% in 1977 to a high of 78% in 1978
f	Increased from 2 to 60% before Plan A; 55% after Plan A	Increased from 63 to 78%
g	100%	Increased from 66 to 84%
h	Increased from 19 to 56% before Plan A; 61% after Plan A	Increased from 62 to 76%
i	Fluctuated between 91 and 96% before Plan A; 64% after Plan A	Increased from 64 to 80%
j	100% before Plan A; 83% after Plan A	Increased from 72 to 81%
k	Fluctuated between 23 and 27%	Increased from 63 to 77%
l	None	Increased from 60 to 77%
m	None	Increased from 59 to 81%

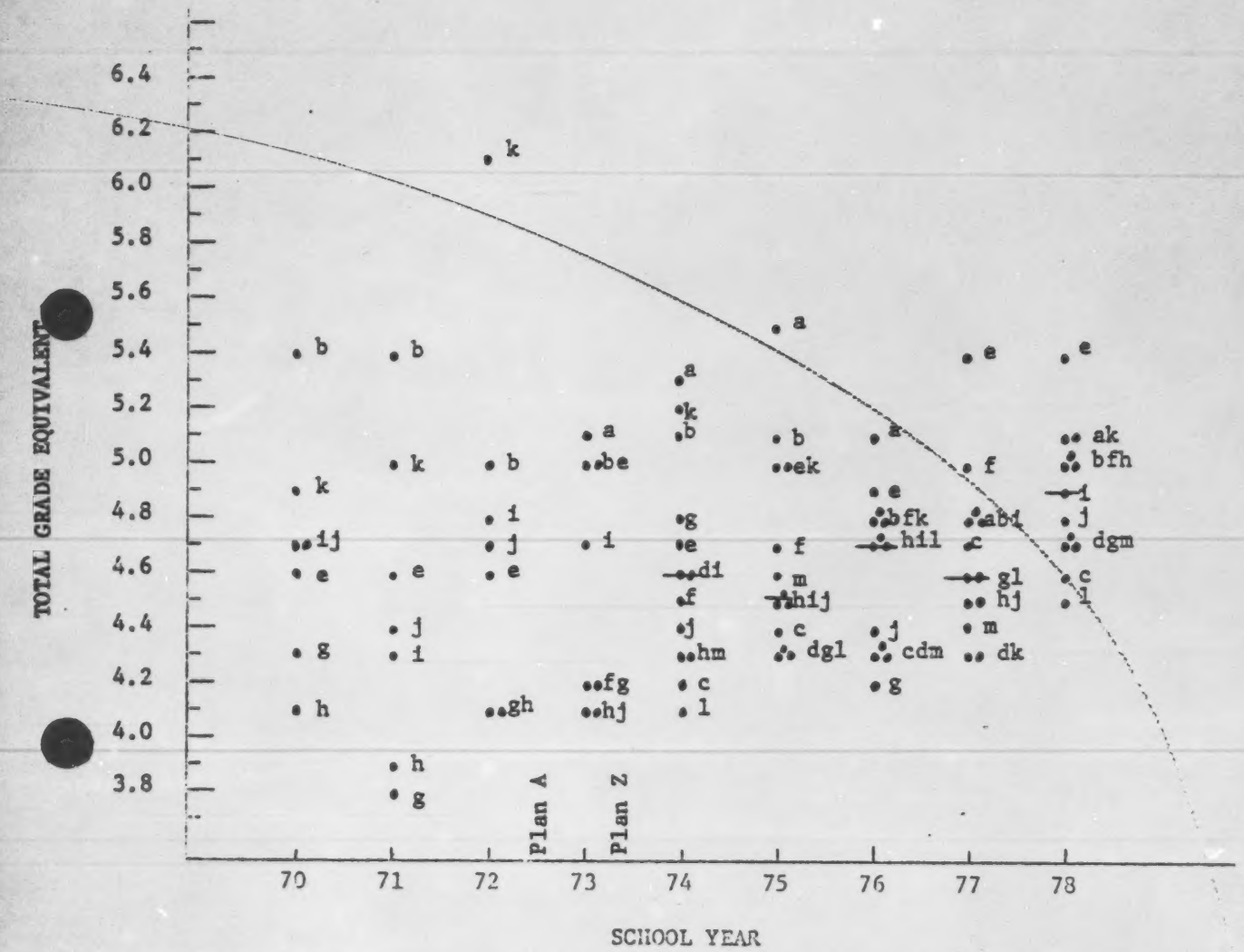

Figure 15 Total grade equivalents for fifth grade black students in thirteen schools which were 51 to 75% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight line.)

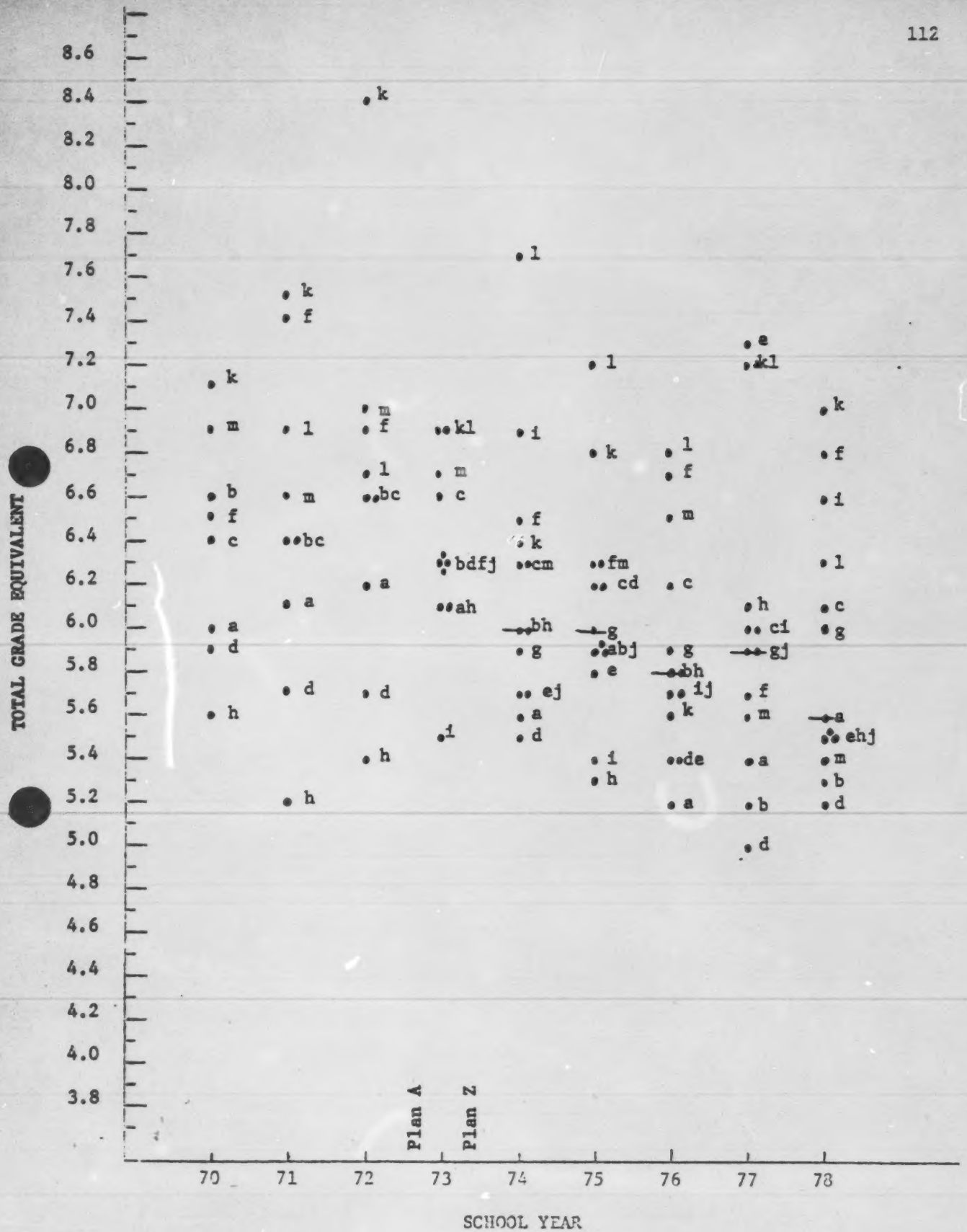

Figure 16 Total grade equivalents for fifth grade white students in thirteen schools which were 51 to 75% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicaed by a straight line.)

Grade 7

Racial composition of the student body. Table 10 shows that there were six secondary schools with grade 7 from 1970 to 1978 which fit into the category of having student enrollments which were between 51 and 75% black during the first year of Plan Z (1973-74) and which also had a 76-100% black student enrollment for the 1977-78 school year. Five of the six schools had increasing percent of black students prior to the implementation of Plan A. One school had an all white student enrollment prior to Plan Z.

The percent of black students increased in all six schools after Plan Z was implemented. By 1978, all six schools had at least 76% black enrollments and no more than 89% black enrollments.

Achievement of black students. In general, seventh grade black students in these six schools showed a decline in achievement from 1973 until 1976. Increases in achievement were shown between 1976 and 1978. (See Figure 17.)

Achievement of white students. The pattern of achievement of the seventh grade white students is not as easily discerned as that of black students. However, the lowest year was 1975 for achievement of seventh grade white studnets. In 1978, two of the six schools had the highest level of achievement of the nine year period; one had its second highest level of achievement; one had its lowest level of achievement; and one had its second lowest level of achievement. In 1978 the achievement levels of seventh grade white students among the six schools varied widely. (See Figure 18.)

Table 10

Percent Black Enrollment Prior to Plan Z and After Plan Z for Six Schools in the 51-75 to 76-100 Category Which Had Grade 7 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	Increased from 28 to 60% prior to Plan A, 68% after Plan A	Increased from 73 to 87%
b	Increased from 46 to 64% prior to Plan A, 51% after Plan A	Increased from 67 to 76%
c	None (all white)	Increased from 69 to 81%
d	Increased from 4 to 28% from 1972 to 1973 prior to Plan A, 80% after Plan A (no data for 1970 and 1971)	Increased from 73 to 89%
e	Increased from 6 to 27% prior to Plan A, then 32% after Plan A	Increased from 71 to 79%
f	Increased from 16 to 60%	Increased from 66 to 80%

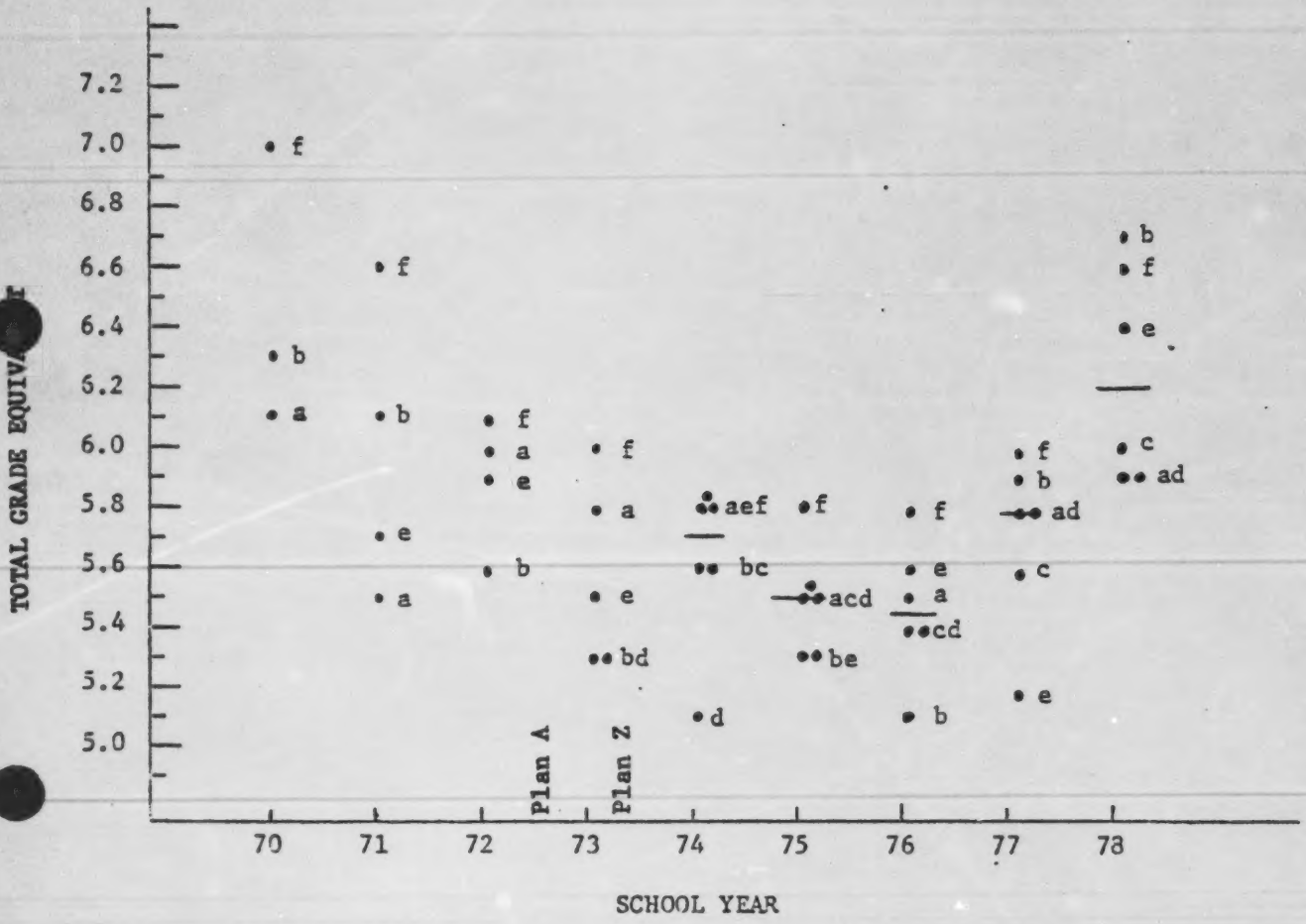

Figure 17 Total grade equivalents for seventh grade black students in six schools which were 51 to 75% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight line.)

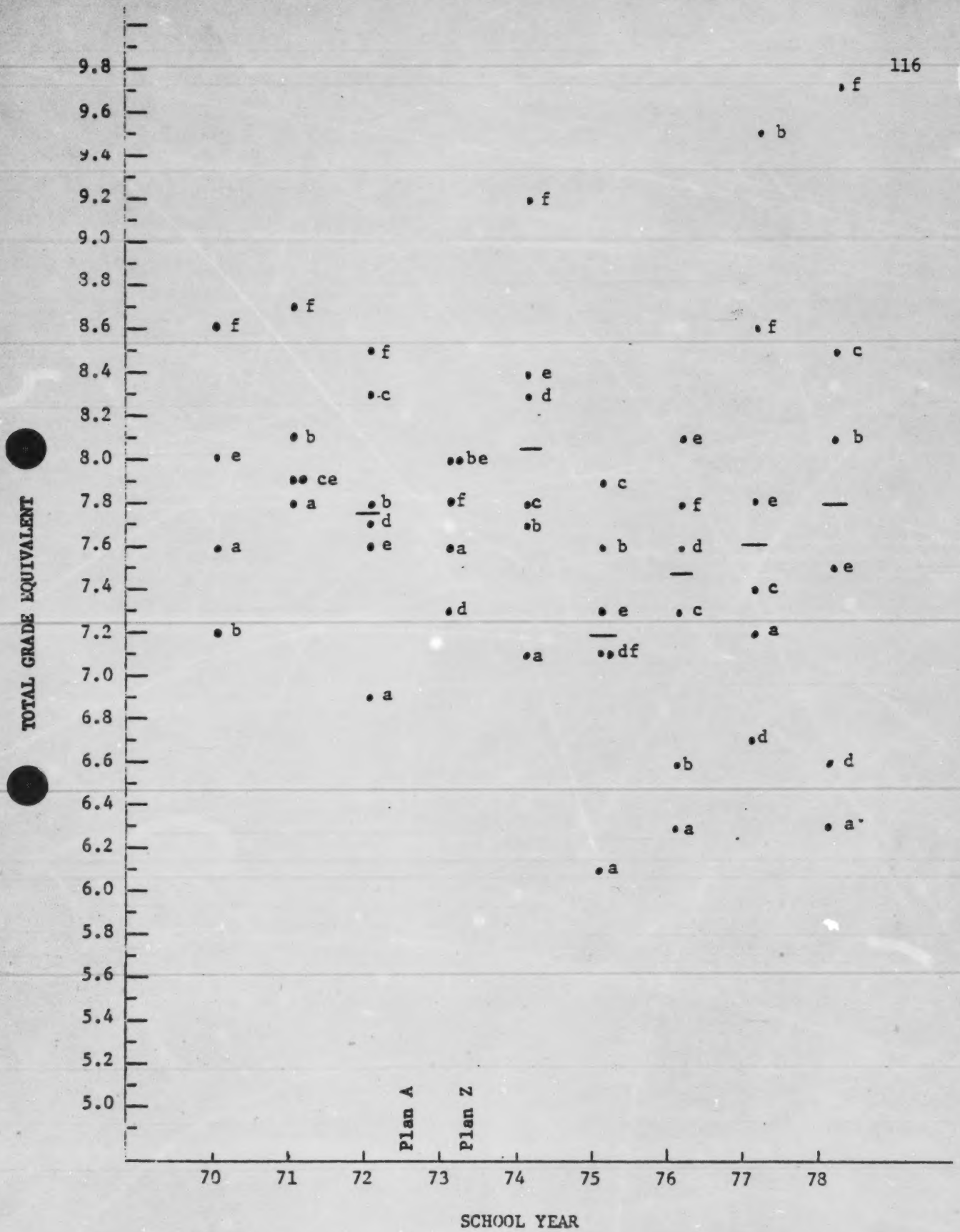

Figure 18 Total grade equivalents for seventh grade white students in six schools which were 51 to 75% black before Plan Z and which were 76 to 100% black in 1978.

Results for Third, Fifth, and Seventh Grade Students from Schools in the 76-100 to 76-100 Category

Achievement results for black students and white students from schools in the 76-100 to 76-100 category will be discussed in this section by grade level, beginning with grade 3, followed by grade 5, and concluding with grade 7.

Grade 3

Racial composition of the student body. Table 11 shows that there were nine elementary schools with grade 3 from 1970 to 1978 which fit into the category of having black student enrollments between 76 and 100% during the first year of Plan Z (1973-74) and between 76 and 100% for the 1977-78 school year. Six of the nine schools had 100% black enrollments before Plan A. Two schools had student enrollments which changed from minority black to majority black prior to Plan A. In one school the percent of black students increased from 26 to 38 before Plan Z.

After Plan Z the percent of black students increased in five schools from as low as 80 to as high as 99. In four of the five schools the percent of black students varied from as low as 68 to as high as 94 after Plan Z.

Achievement of black students. The general pattern of achievement for third grade black students showed a decline from 1970 to 1971 with lowest achievement in 1971, 1972, and 1975. Achievement increased during 1976 and 1977 with a leveling effect in 1978. Achievement was less varied in 1973 and 1974 than in the other years studied. (See Figure 19.)

Achievement of white students. No general pattern of achievement was revealed for third grade white students for the period 1970 to 1978. (See Figure 20.)

Table 11

Percent Black Enrollment Prior to Plan Z and After Plan Z for Nine Schools in the 76-100 to 76-100 Category Which Had Grade 3 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	100%	Increased from 83 to 96%
b	Increased from 26 to 38% before Plan A; 73% after Plan A	Increased from 80 to 92%
c	100%	Fluctuated from a low of 68% in 1977 to a high of 76% in 1974 and 1978
d	100%	Increased from 81 to 90%
e	100%	Fluctuated from a low of 82% in 1975 to a high of 86% in 1974 and 1978
f	Increased from 32 to 96% before Plan A; 98% after Plan A	Fluctuated from a low of 83% in 1976 to a high of 85% in 1975, 1977, and 1978
g	100% before Plan A; 62% after Plan A	Fluctuated from a low of 83% in 1977 to a high of 94% in 1976
h	100% before Plan A; 85% after Plan A	Increased from 81 to 97%
i	Increased from 2 to 81% before Plan A; 88% after Plan A	Increased from 94 to 99%

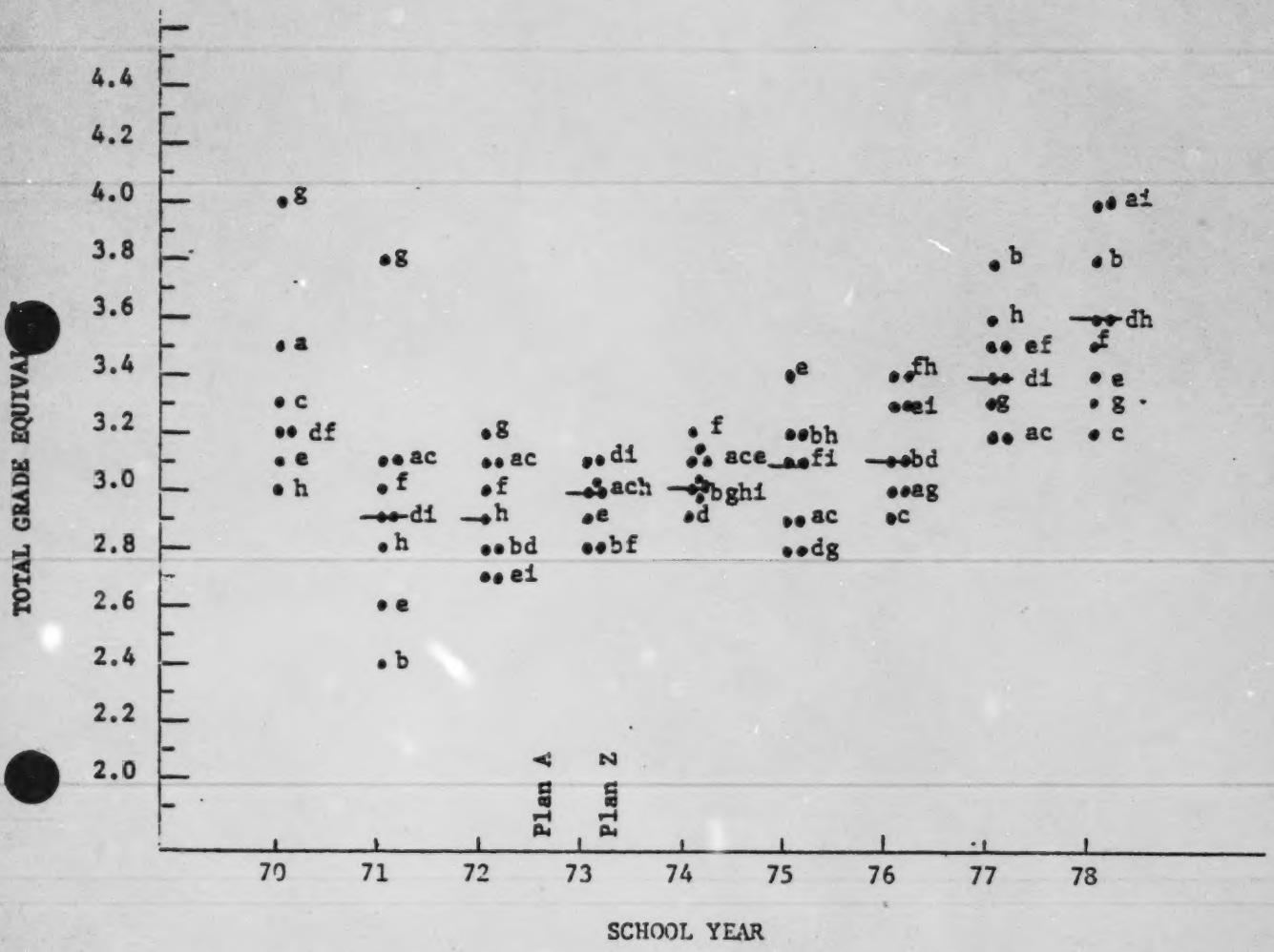

Figure 19 Total grade equivalents for third grade black students in nine schools which were 76 to 100% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight line.)

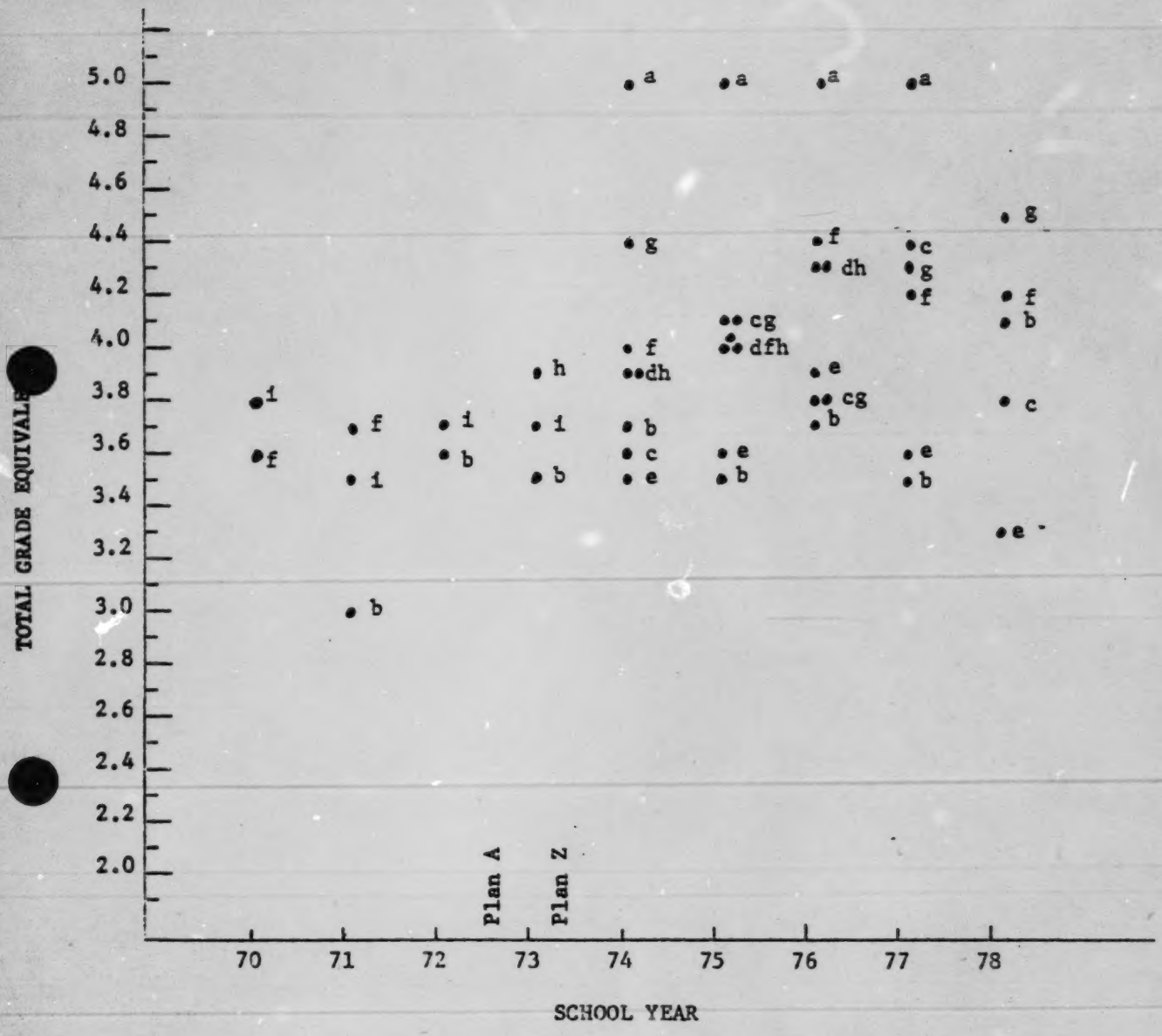

Figure 20 Total grade equivalents for third grade white students in nine schools which were 76 to 100% black before Plan Z and which were 76 to 100% black in 1978.

Grade 5

Racial composition of the student body. Table 12 shows that there were seven elementary schools with a fifth grade from 1970 to 1978 which had between 76 and 100% black student enrollments during the first year of Plan Z (1973-74) and which had between 76 and 100% black student enrollments in 1978. The percent of black student enrollments in three of the schools was between 97 and 100 before Plan Z. In one school the percent of black students increased from 1 to 7 before Plan A; in another school the percent of black students increased from 2 to 81 before Plan A; and in another it increased from 86 to 95. After Plan A the percent of black students in these seven schools ranged from 75 to 100.

After Plan Z the percent of black students increased from as low as 76 to as high as 99.

Achievement of black students. Fifth grade black students showed an increase in achievement in 1977 and 1978 as compared to 1973 to 1976. No general pattern of achievement for fifth grade black students was revealed from 1970 to 1972. (See Figure 21.)

Achievement of white students. No general pattern of achievement for fifth grade white students was evident from 1970 to 1978. In 1974, the first year for which data from all seven schools were available, these seven schools were heterogeneous with respect to achievement. There were declines in achievement between 1973 and 1974 in all three schools from which data were available. Between 1974 and 1975 data were available from six schools, five of which showed declines in achievement. (See Figure 22.)

Table 12

Percent Black Enrollment Prior to Plan Z and After Plan Z for Seven Schools in the 76-100 to 76-100 Category Which Had Grade 5 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	97 to 98%	Increased from 76 to 83%
b	Increased from 1 to 7% before Plan A; 77% after Plan A	Increased from 77 to 94%
c	Increased from 86 to 95% before Plan A; 92% after Plan A	Fluctuated from a low of 83% in 1975 to a high of 87% in 1978
d	100%	Increased from 85 to 93%
e	100%	Increased from 82 to 93%
f	No data prior to 1973; 75% after Plan A	Increased from 81 to 98%
g	Increased from 2 to 81% before Plan A; 88% after Plan A	Increased from 94 to 99%

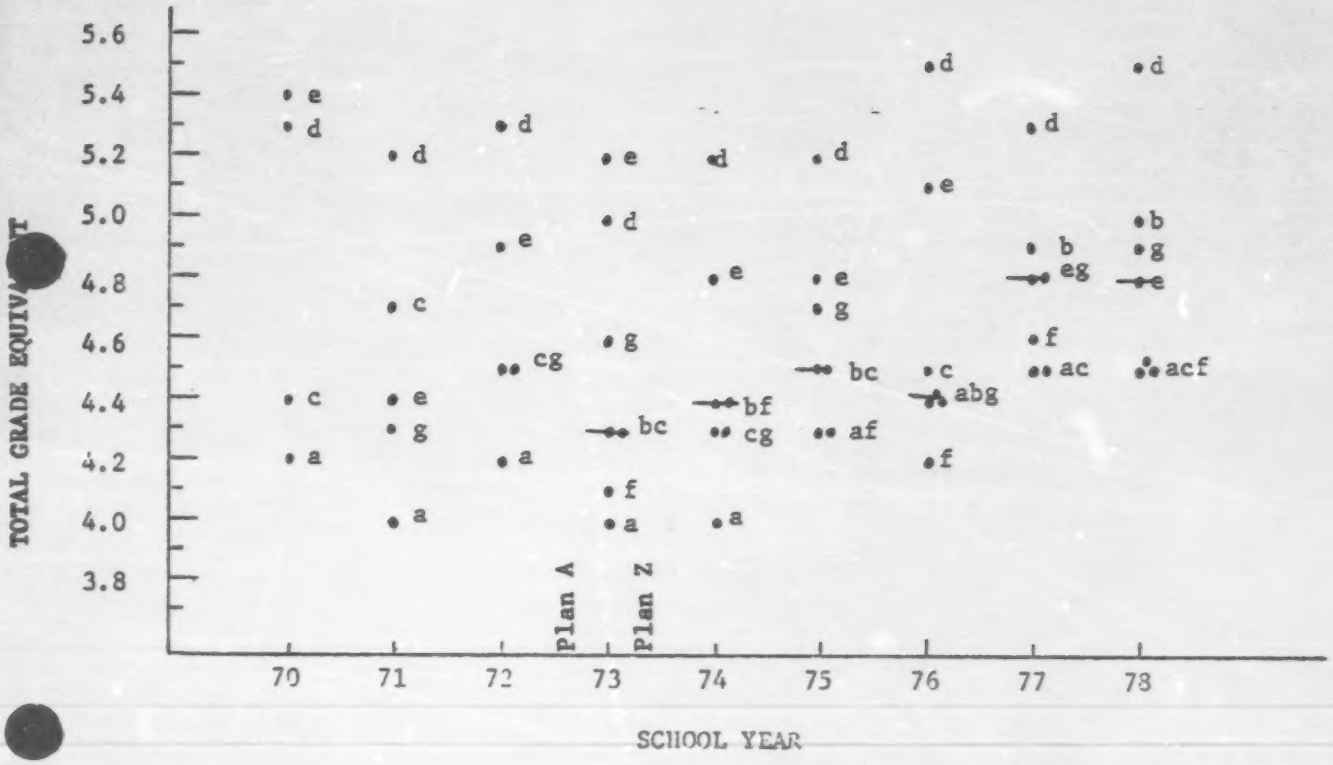

Figure 21 Total grade equivalents for fifth grade black students in seven schools which were 76 to 100% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight line.)

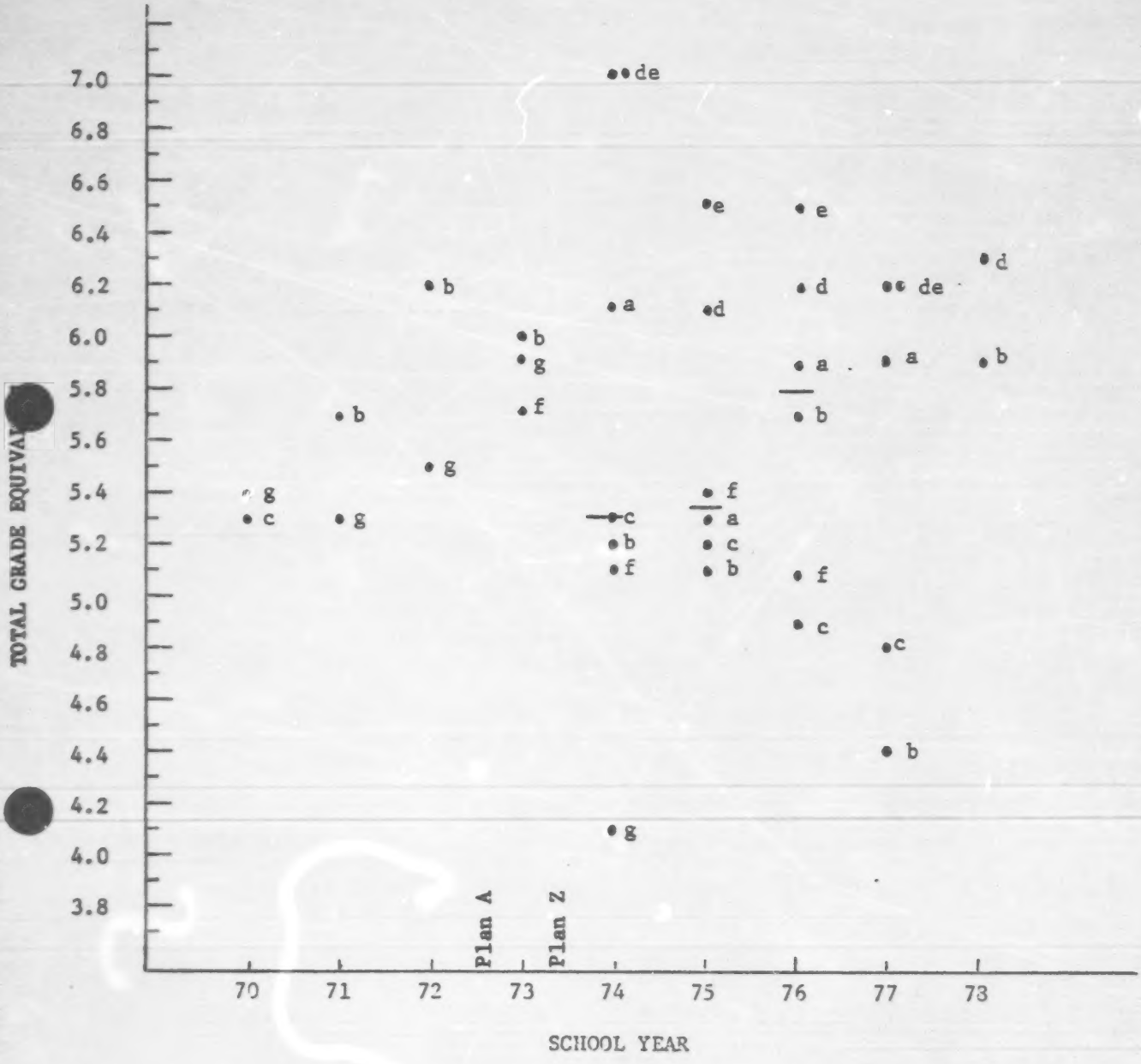

Figure 22 Total grade equivalents for fifth grade white students in seven schools which were 76 to 100% black before Plan Z and which were 76 to 100% black in 1978. (The approximate median for the year is indicated by a straight line.)

Grade 7

Racial Composition of the student body. Table 13 shows that there were eleven junior high schools with grade 7 from 1970 to 1978 which fit into the category of having student enrollments which were between 76 and 100% black during the first year of Plan Z (1973-74) and which also had 76 to 100% black student enrollments for the 1977-78 school year. Eight of the eleven schools had virtually all black student enrollments prior to Plan A.

The percent of black students increased in all schools after the implementation of Plan Z. By the 1977-78 school year, seven of the eleven schools were at least 95% black. In the four remaining schools the lowest percent of black students was 88.

Achievement of black students. The general pattern of achievement for seventh grade black students in the eleven junior high schools was one of some decline during 1970 through 1973. Achievement increased during 1977 and 1978. (See Figure 23.)

Achievement of white students. Because most (8 of 11) of the schools were virtually all black schools prior to Plans A and Z, no pattern of achievement for white students was evident. (See Figure 24.)

Table 13

Percent Black Enrollment Prior to Plan Z and After Plan Z for 11 Schools in the 76-100 to 76-100 Category Which Had Grade 7 from 1970 to 1978

School	Percent Black Enrollment	
	Prior to Plan Z 1970 - 1973	After Plan Z 1974 - 1978
a	85% in 1972 (when opened) increased to 94% prior to Plan A; 89% after Plan A	Increased from 79 to 98%
b	100% before Plan A; 79% after Plan A	Increased from 88 to 96%
c	100% before Plan A; 89% after Plan A	Fluctuated between 88 and 90%
d	100%	Increased from 79 to 94%
e	100%	Increased from 94 to 98%
f	93 to 97% prior to Plan A; 98% after Plan A	Increased from 88 to 93%
g	100% prior to 1973; 79% prior to Plan A; 78% after Plan A	Increased from 77 to 88%
h	100%	Increased from 96 to 99%
i	100%	Increased from 85 to 95%
j	100% prior to Plan A; 84% after Plan A	Increased from 94 to 99%
k	Increased from 6 to 69% prior to Plan A; 78% after Plan A	Increased from 84 to 95%

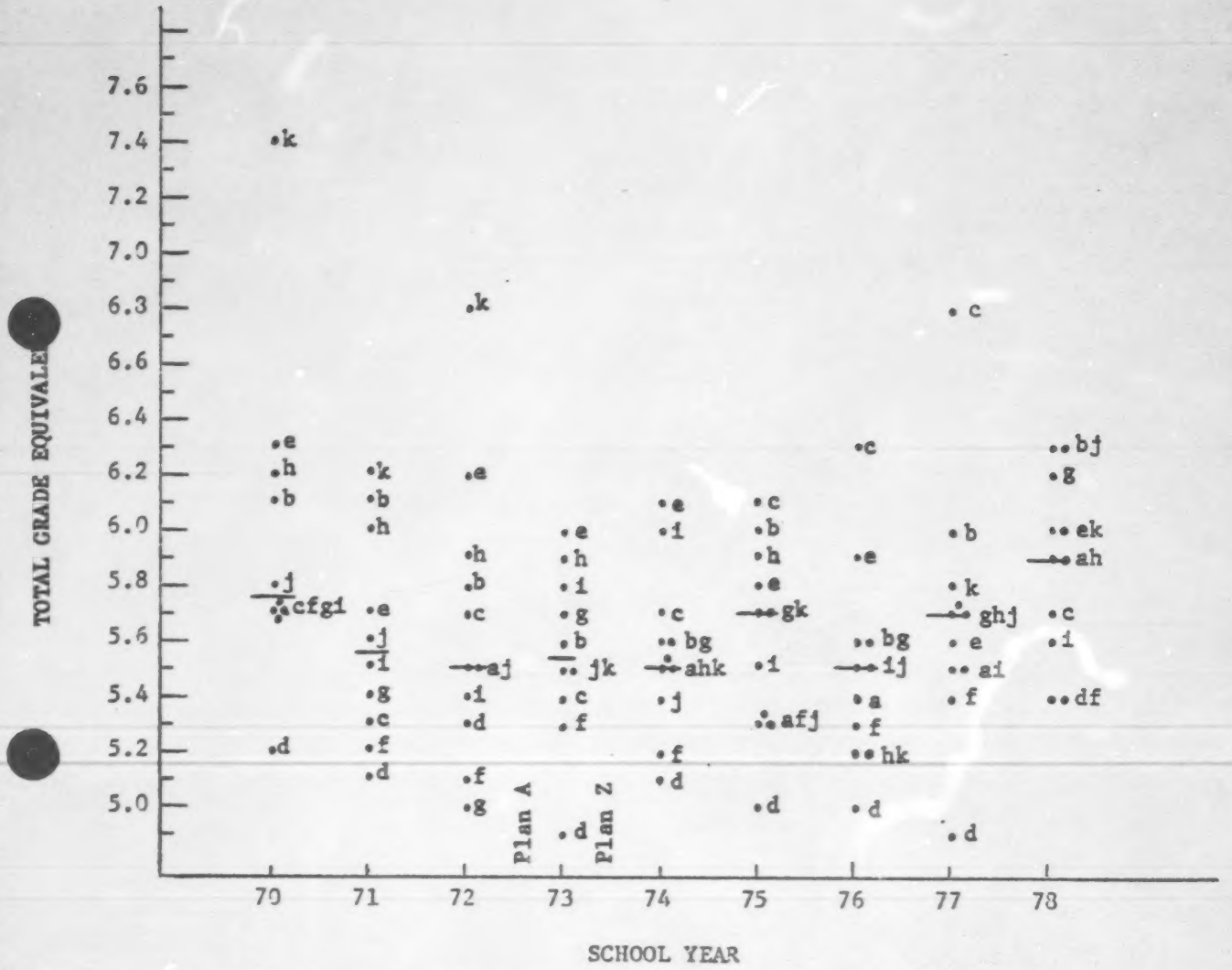

Figure 23 Total grade equivalents for seventh grade black students in eleven schools which were 76-100% black before Plan Z and which were 76-100% black in 1978. (The approximate median for the year is indicated by a straight line.)

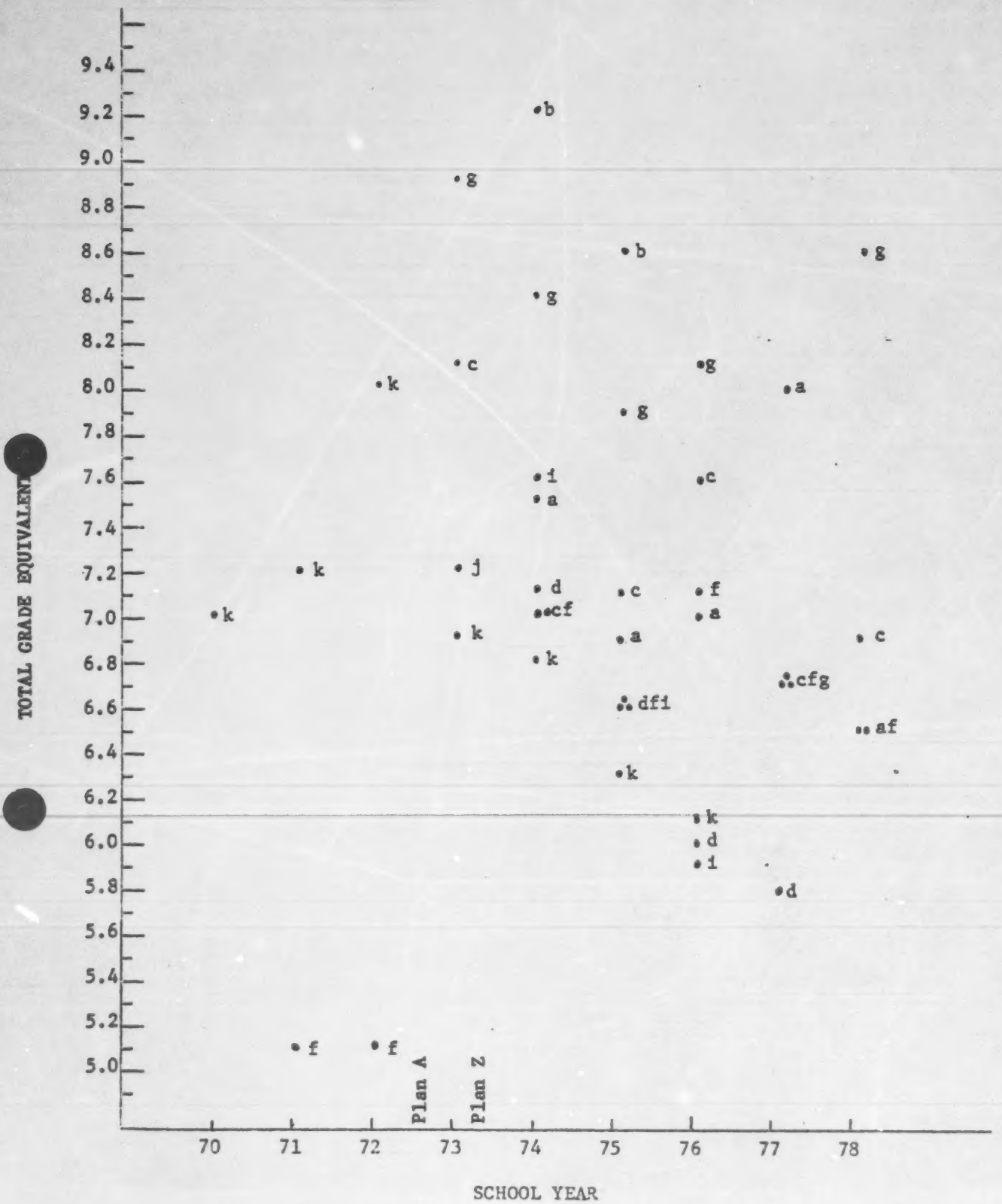

Figure 24 Total grade equivalents for seventh grade white students in eleven schools which were 76-100% black prior to Plan Z and which were 76-100% black in 1978.

Results for Third, Fifth, and Seventh Grade Students from Schools in 100% Black Category

Achievement results for black students from schools which had student enrollments of 100% black will be discussed by grade level in this section.

Grade 3

Racial composition of the student body. There were 17 elementary schools with the third grade from 1970 to 1978 which had virtually all black student enrollments during the nine years studied.

Achievement of black students. The general pattern of achievement for third grade black students was one of decline from 1970 to 1971, an increase and leveling from 1972 to 1975, and increases from 1976 to 1978. (See Figure 25.)

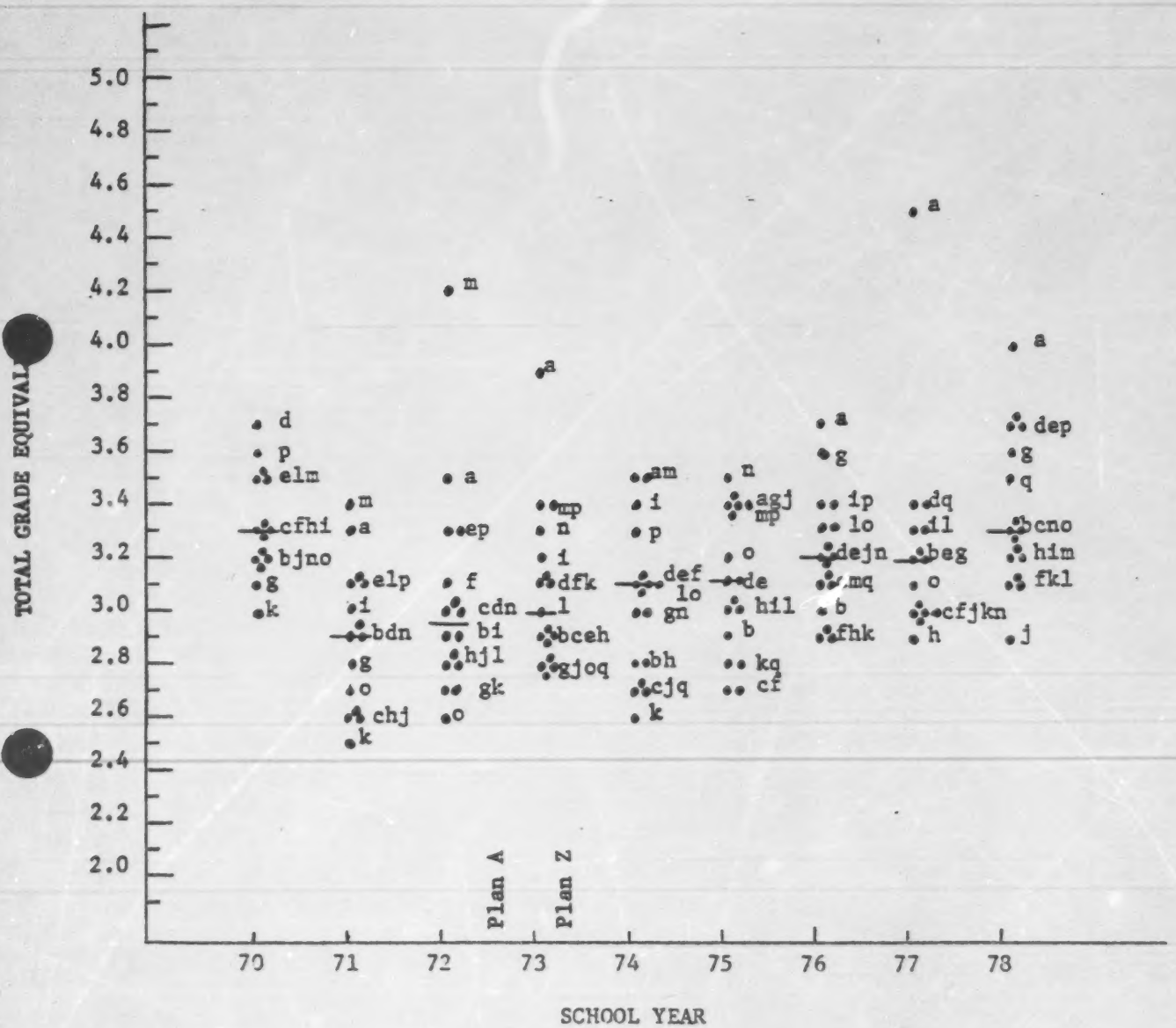

Figure 25 Total grade equivalents for third grade black students in 17 schools which were virtually all black from 1970 to 1978. (The approximate median for the year is indicated by a straight line.)

Grade 5

Racial composition of the student body. There were 16 elementary schools with a grade five which had virtually all black student enrollments between 1970 and 1978.

Achievement of black students. The achievement of fifth grade black students declined between 1970 and 1971, remained fairly constant between 1971 and 1976, and increased in 1977 and 1978. In 1977 and 1978 the 16 schools were less homogeneous with respect to achievement than in previous years. (See Figure 26.)

Grade 7

Racial composition of the student body. There were four secondary schools which had both a seventh grade and virtually all black student enrollments for the nine years studied.

Achievement of black students. There is some evidence that the achievement for black students in these four schools declined between 1970 and 1971. There was an increase in the achievement level beginning in 1977 and 1978. The general pattern of achievement was difficult to discern because there were only four schools in this category. (See Figure 27.)

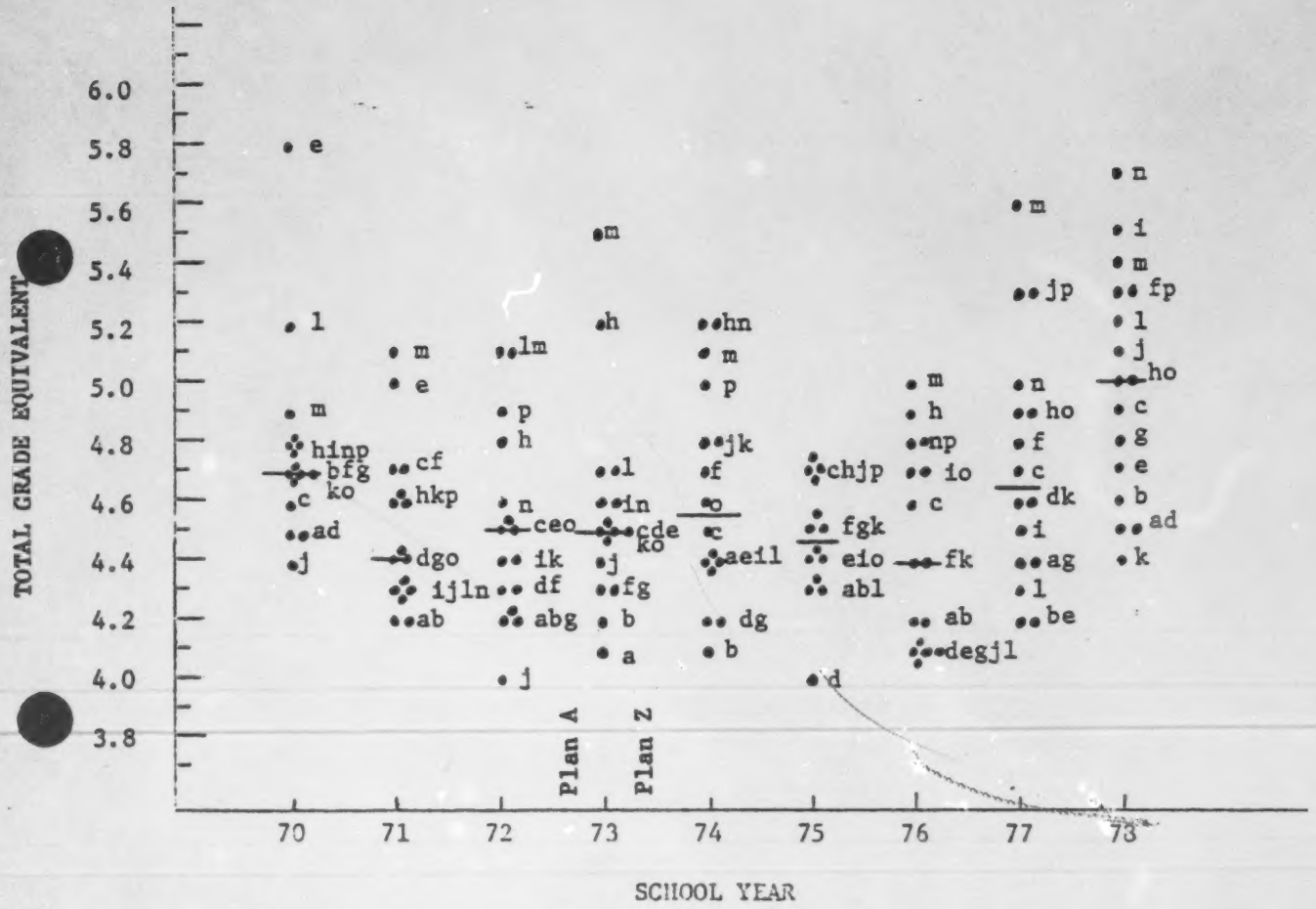

Figure 26 Total grade equivalents for fifth grade black students in 16 schools which were 100% black from 1970 to 1978. (The approximate median for the year is indicated by a straight line.)

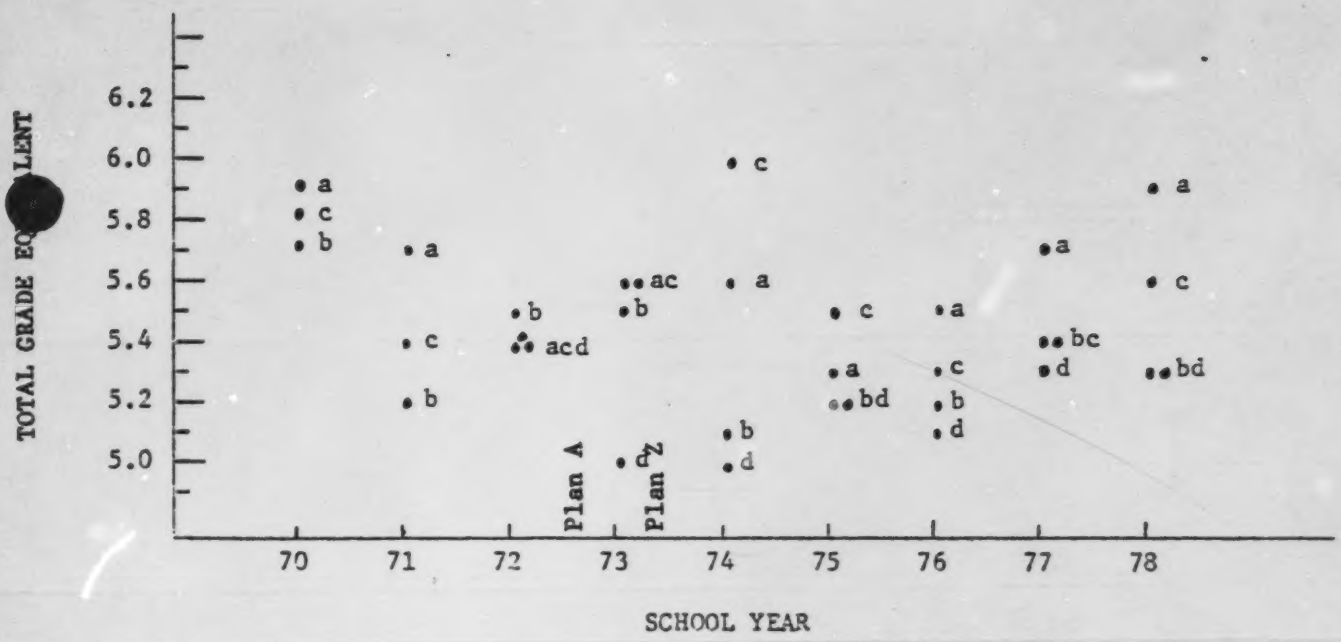

Figure 27 Total grade equivalents for seventh grade black students in four schools which had virtually all black student enrollments from 1970 to 1978.

Results for Black, White, and All Students in Grades 1-8 in the Memphis City Schools from 1970 to 1978

Achievement results for black, white, and all students in the school system for grades 1-8 will be discussed in this section.

Racial Composition of Grades 1-8

Figures 28 to 35 show, for grades 1-8, the percent of black students and the percent of white students enrolled during each year from 1970 to 1978. Note that two percent points are shown for the 1972-73 school year; the first point indicates the percent enrollment before Plan A, and the second point indicates the percent enrollment after Plan A.

Figures 28 to 35 indicate that, in general, for grades 1-8, (1) the percent black enrollment decreased between 1970 and 1971, probably due to the annexation of predominantly white areas; (2) the percent black enrollment increased from 1971 to 1974, probably due to court ordered desegregation plans; and (3) the percent black enrollment remained fairly constant between 1974 and 1978.

Achievement of Students in Grades 1-8

Figures 36 to 43 show the total grade equivalents for black, white, and all students in grades 1-8, respectively, for the nine year study period. It should be noted that beginning in 1971, the 1970 edition of the MAT was administered. An earlier edition of MAT was administered in 1970.

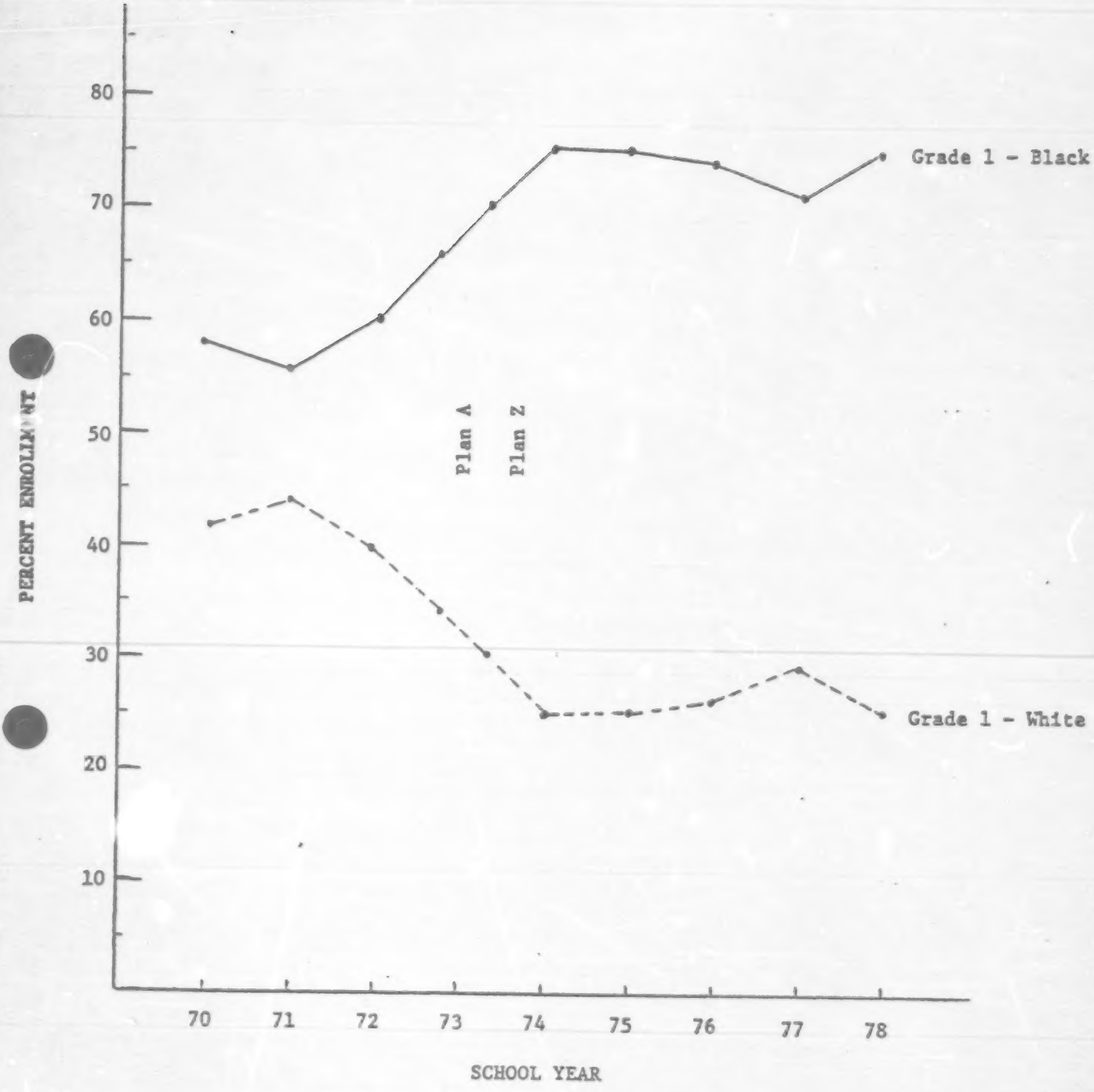

Figure 28 Percent enrollment for black students and white students in grade 1 from 1970 to 1978.

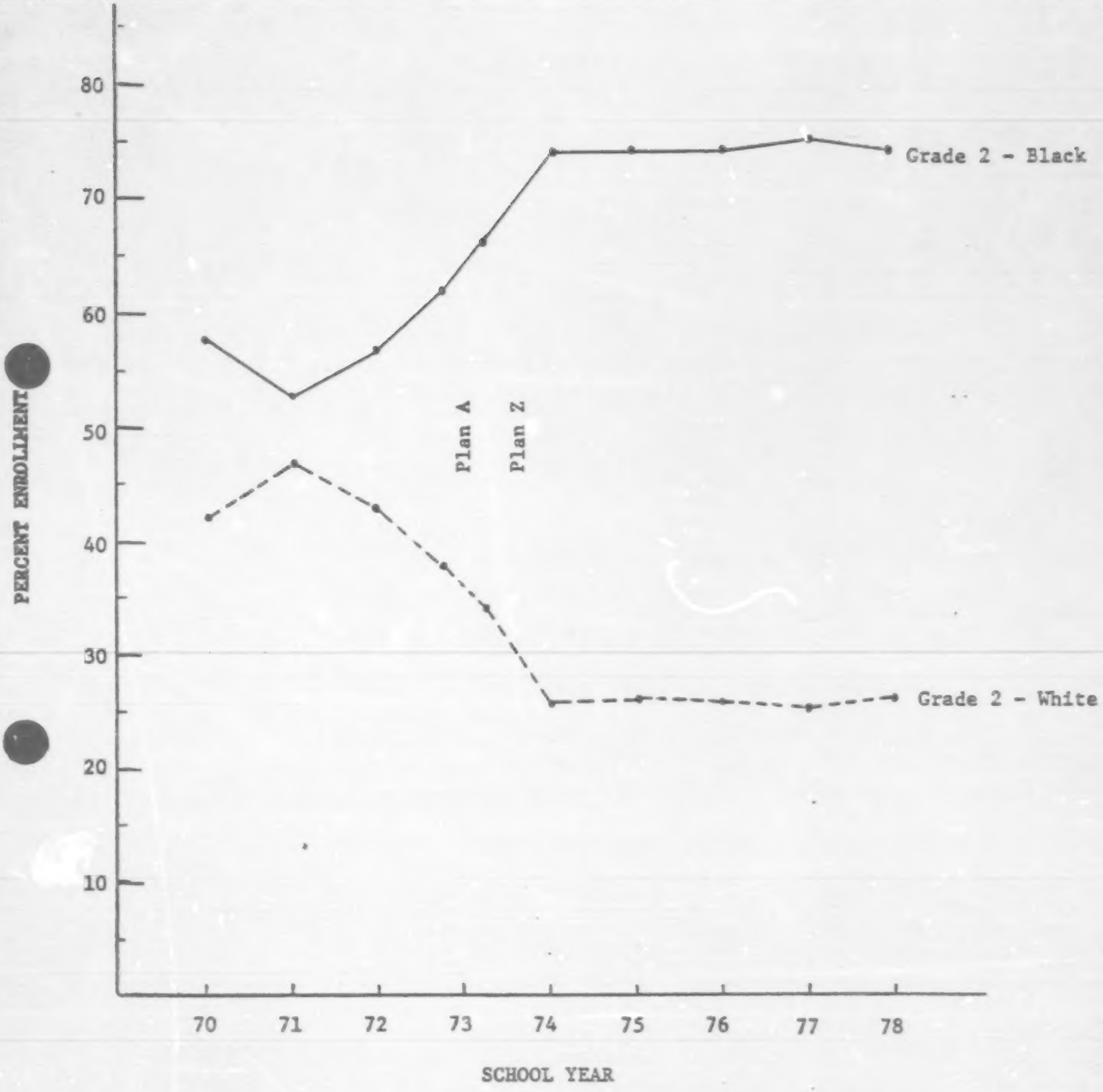

Figure 29 Percent enrollment for black students and white students in grade 2 from 1970 to 1978.

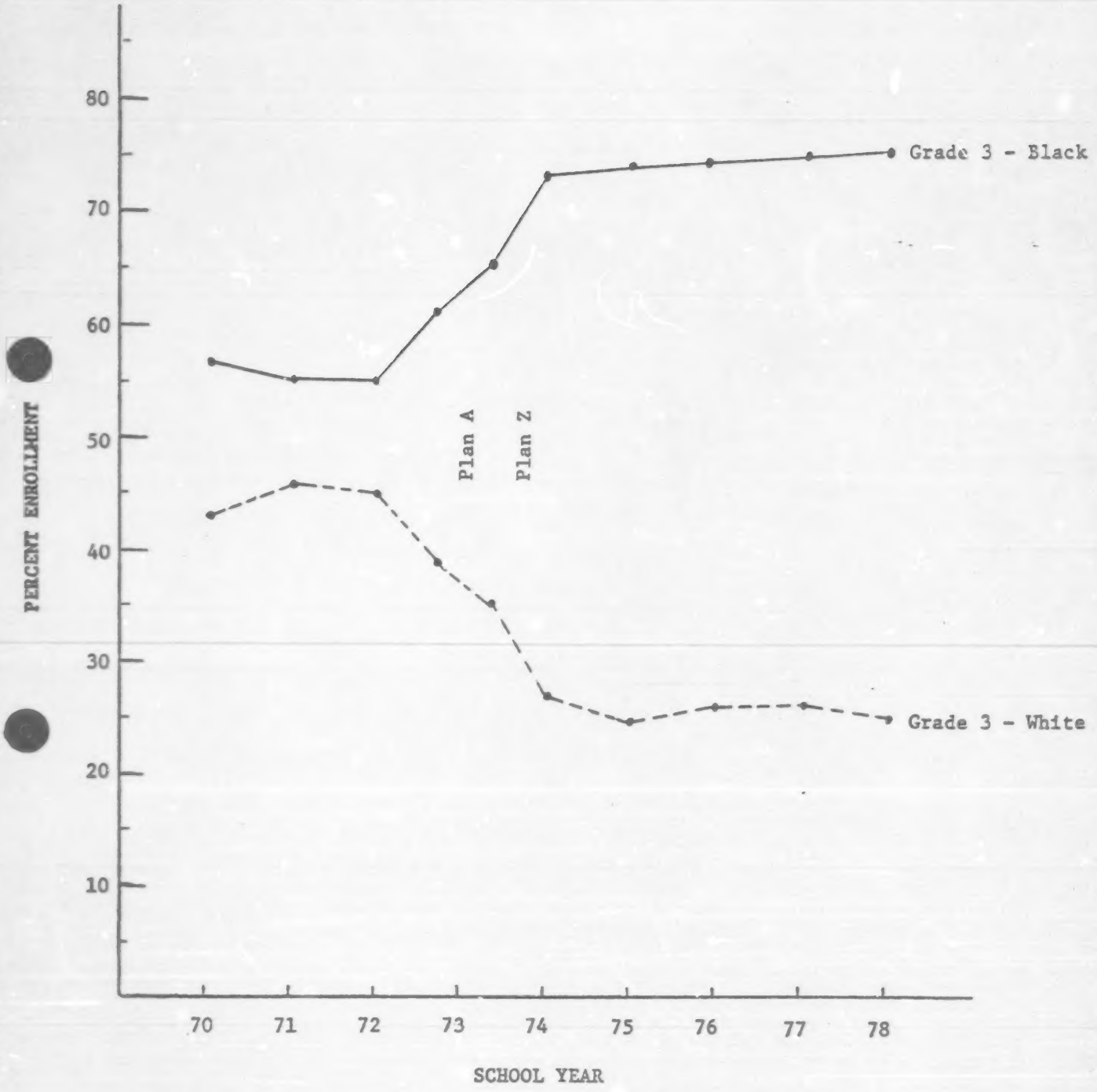

Figure 30 Percent enrollment for black students and white students in grade 3 from 1970 to 1978.

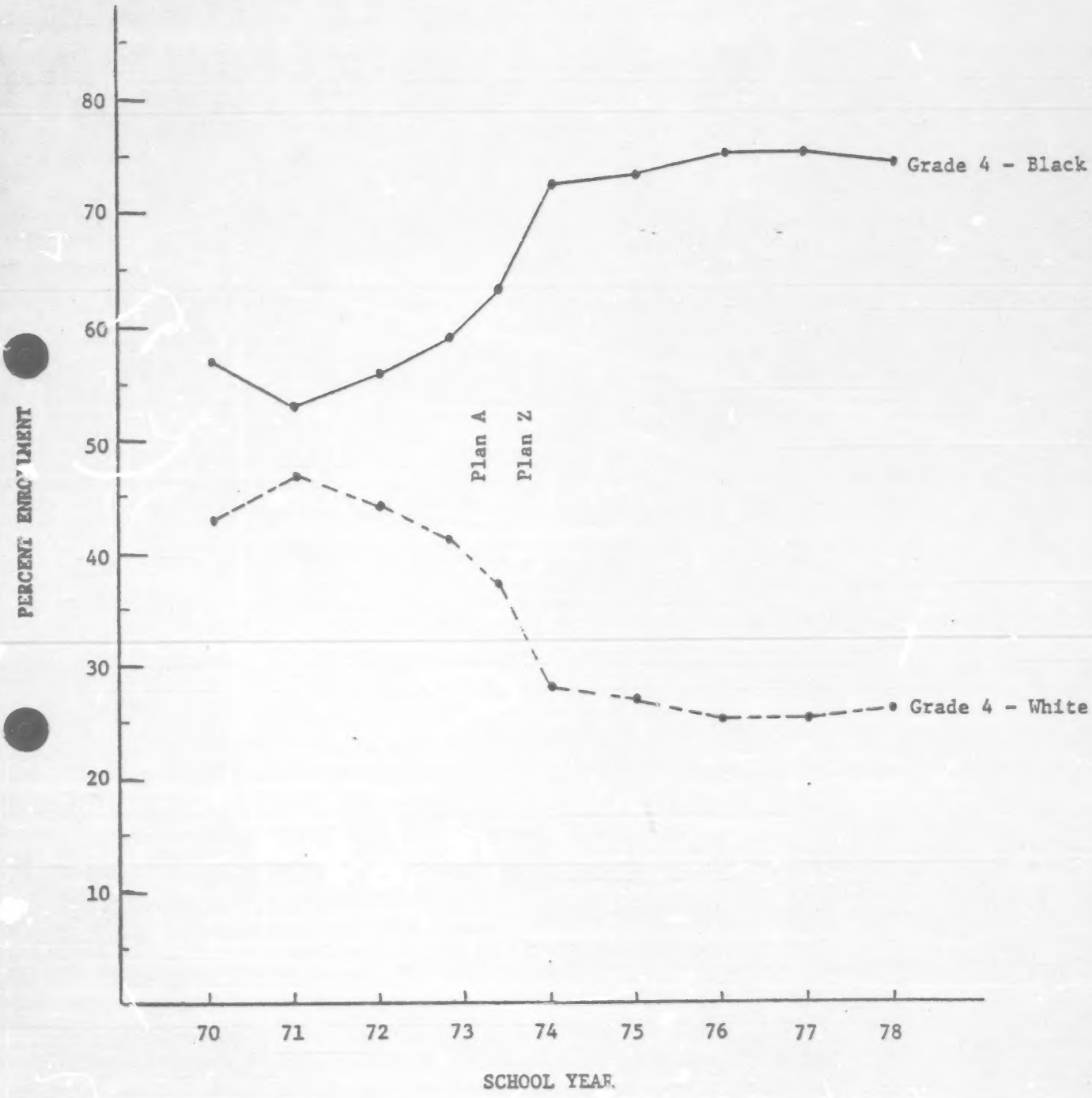

Figure 31 Percent enrollment for black students and white students in grade 4 from 1970 to 1978.

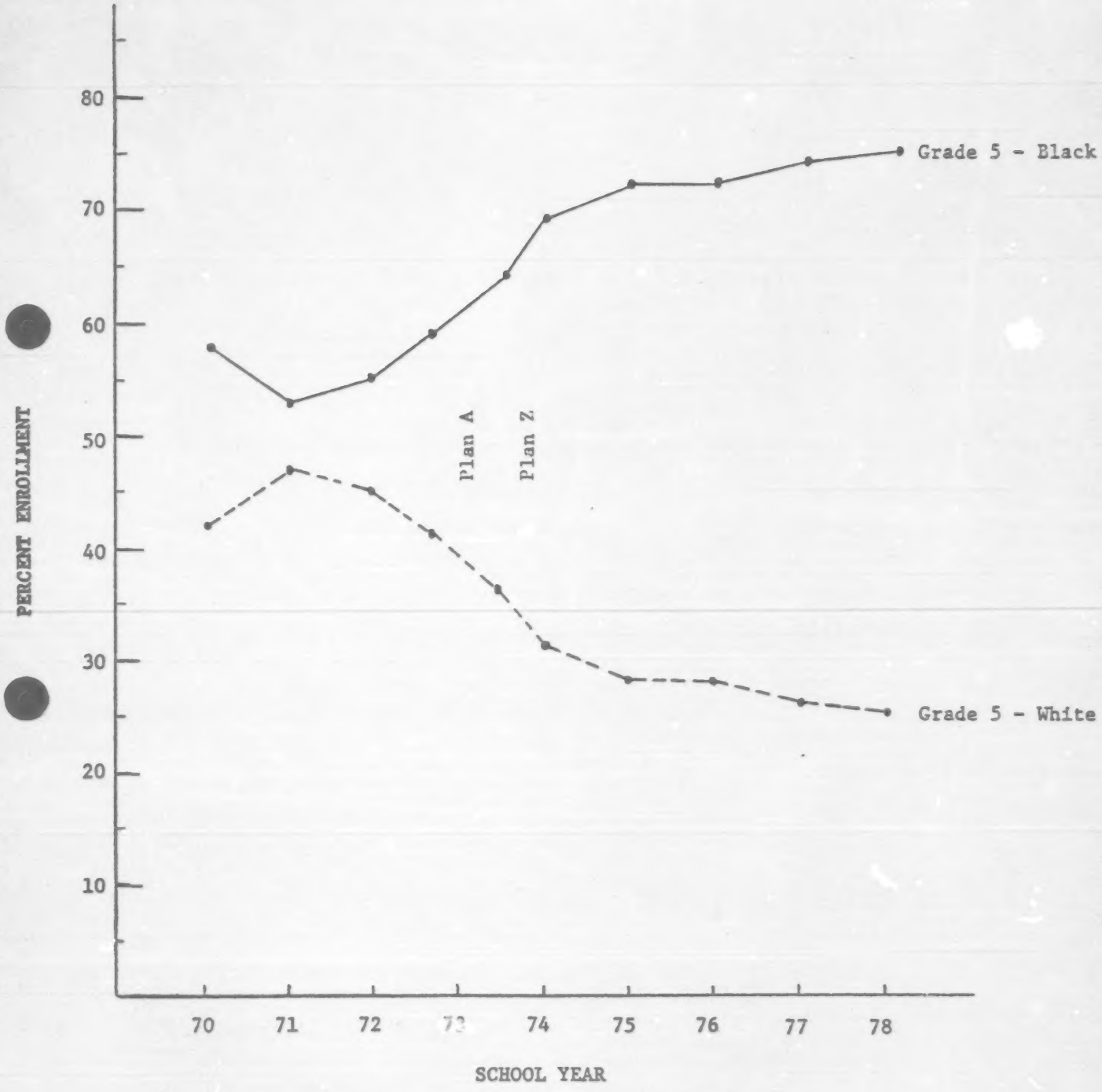

Figure 32 Percent enrollment for black students and white students in grade 5 from 1970 to 1978.

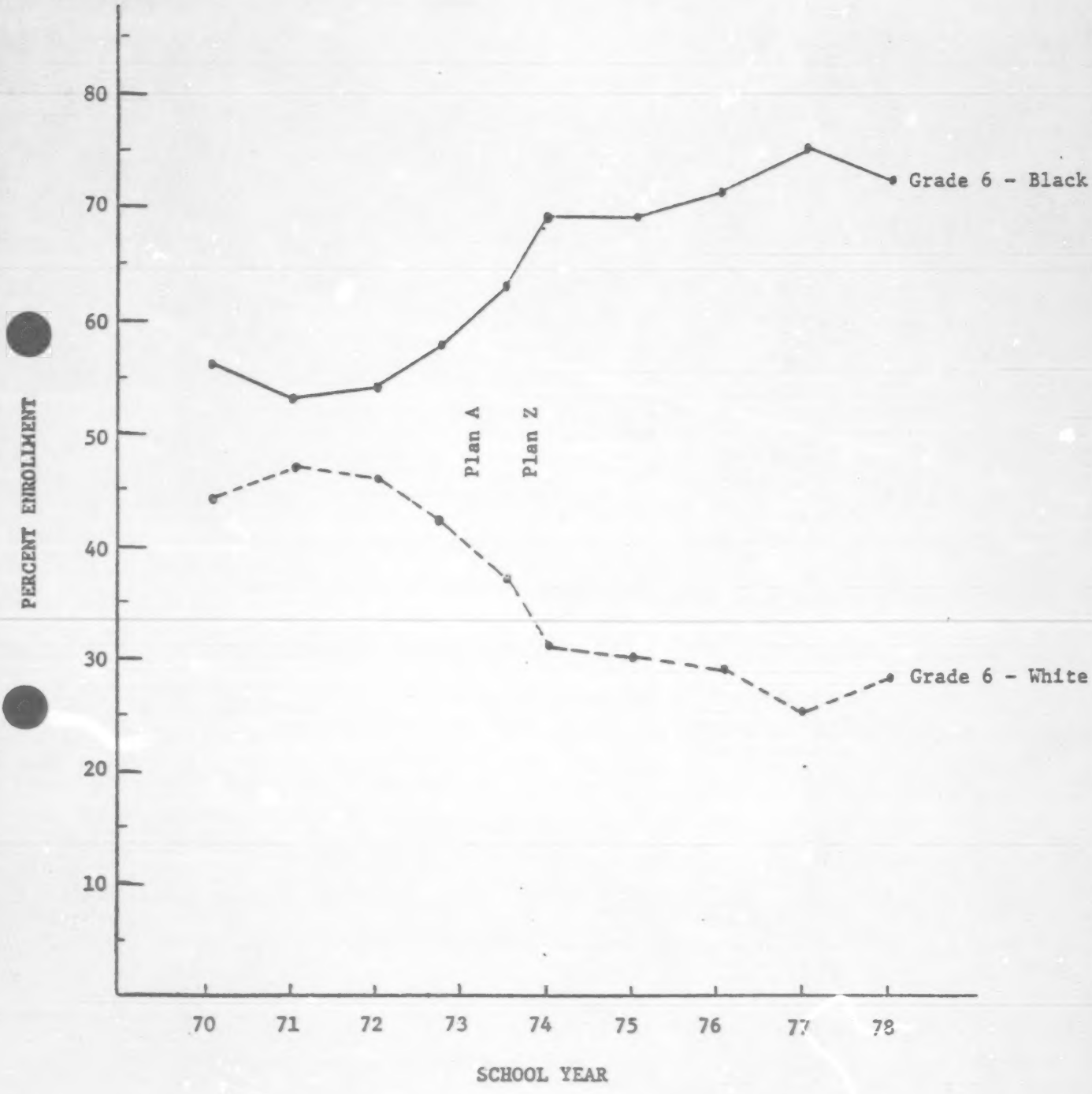

Figure 33 Percent enrollment for black students and white students in grade 6 from 1970 to 1978.

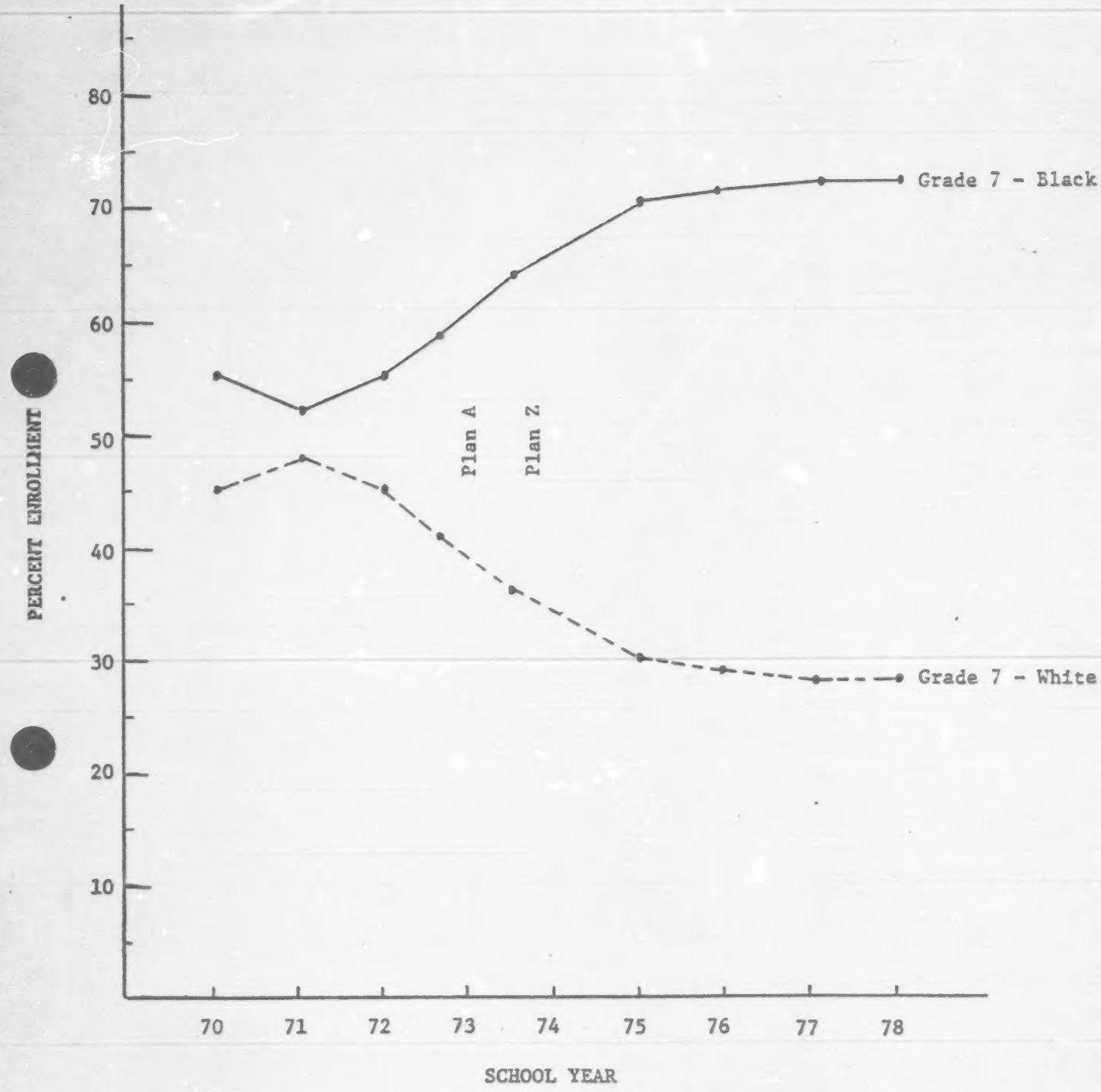

Figure 34 Percent enrollment for black students and white students in grade 7 from 1970 to 1978.

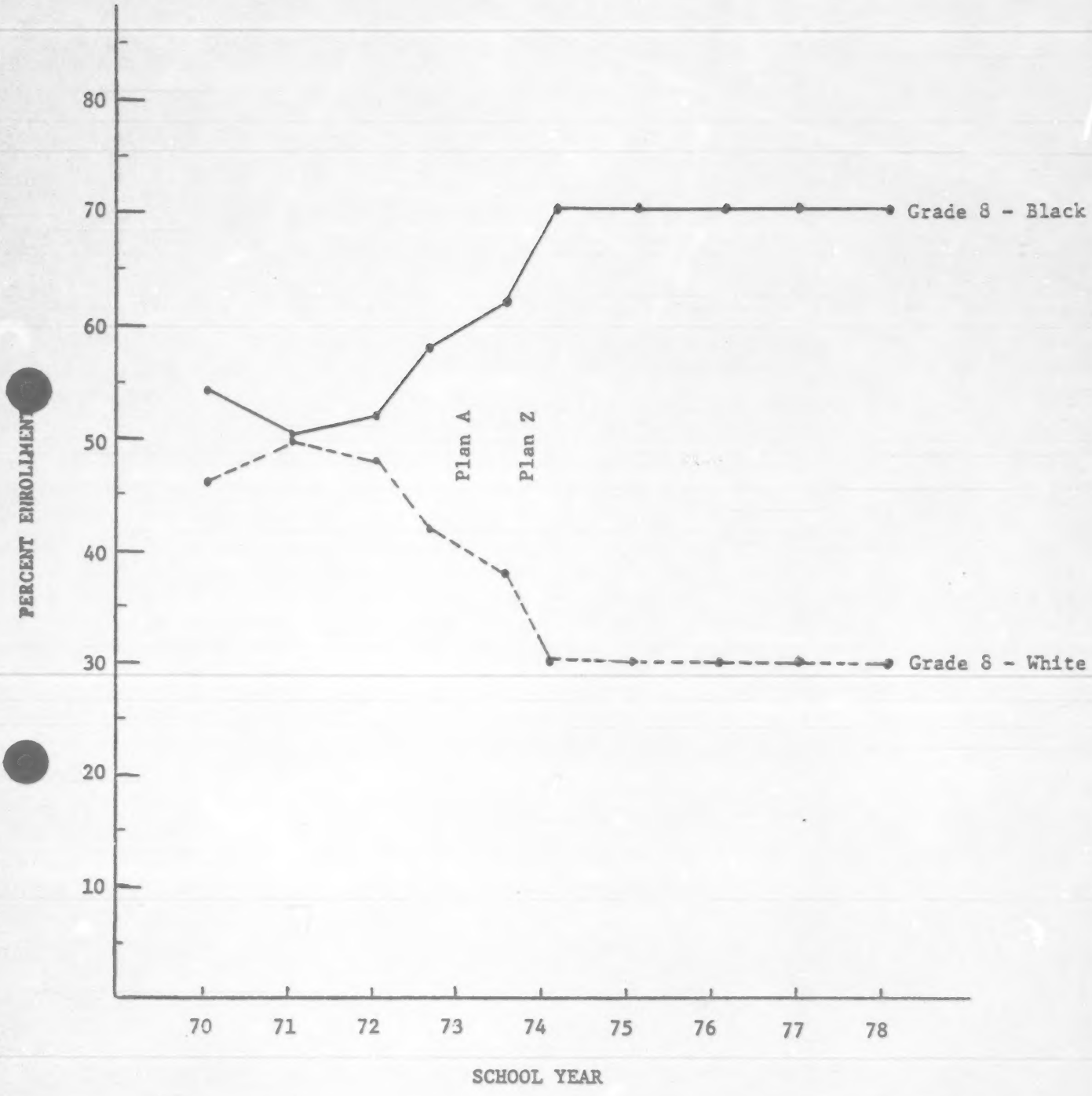

Figure 35 Percent enrollment for black students and white students in Grade 8 from 1970 to 1978.

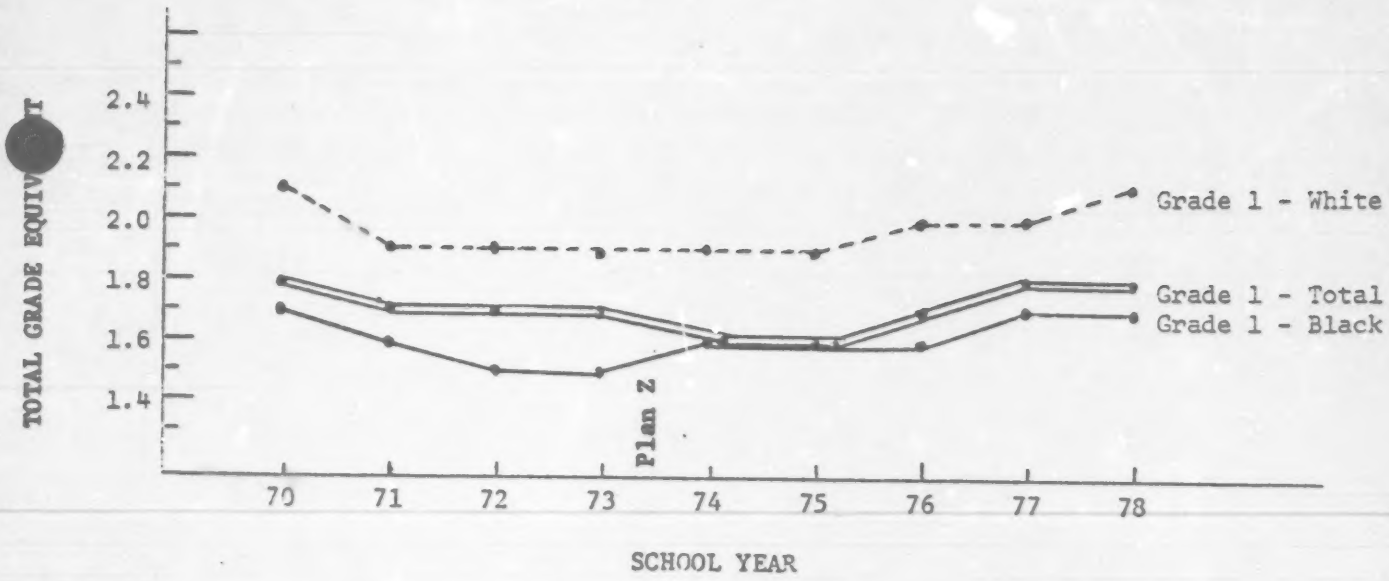

Figure 36 Total grade equivalents for black, white, and all first grade students from 1970 to 1978.

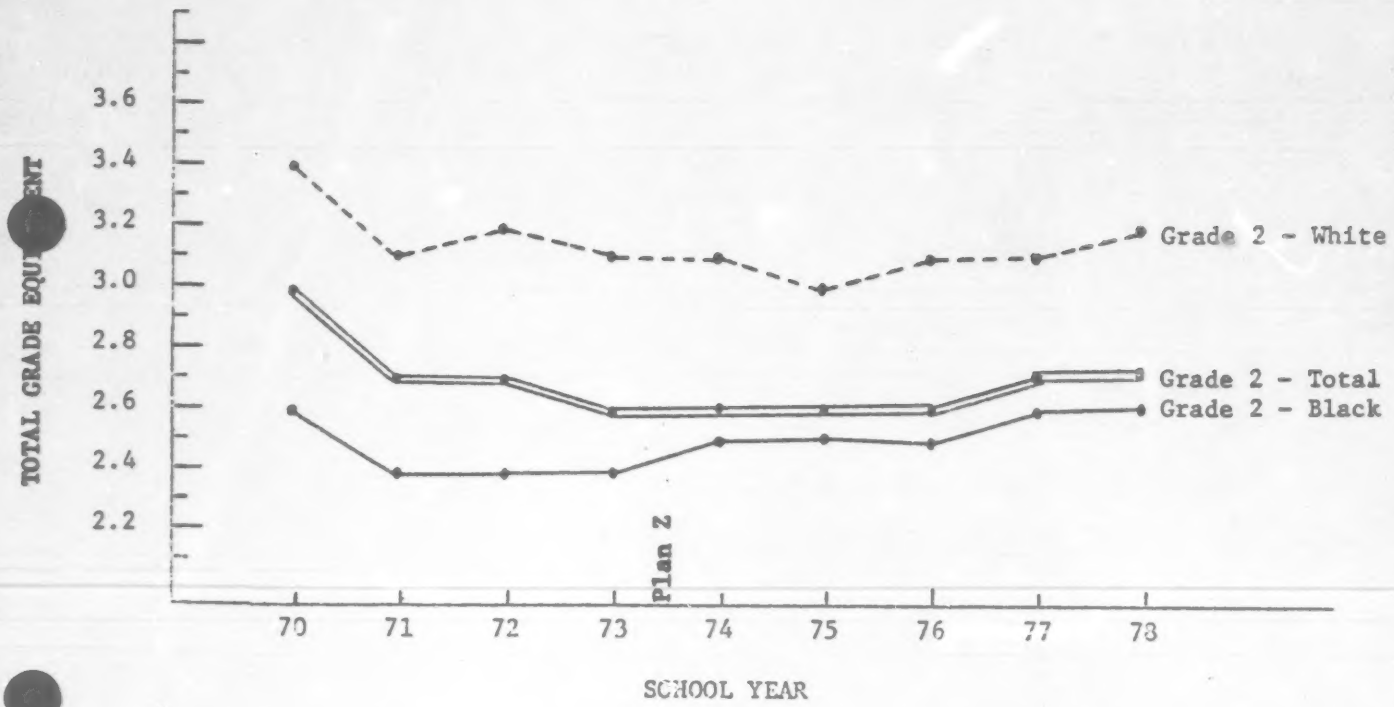

Figure 37 Total grade equivalents for black, white, and all second grade students from 1970 to 1978.

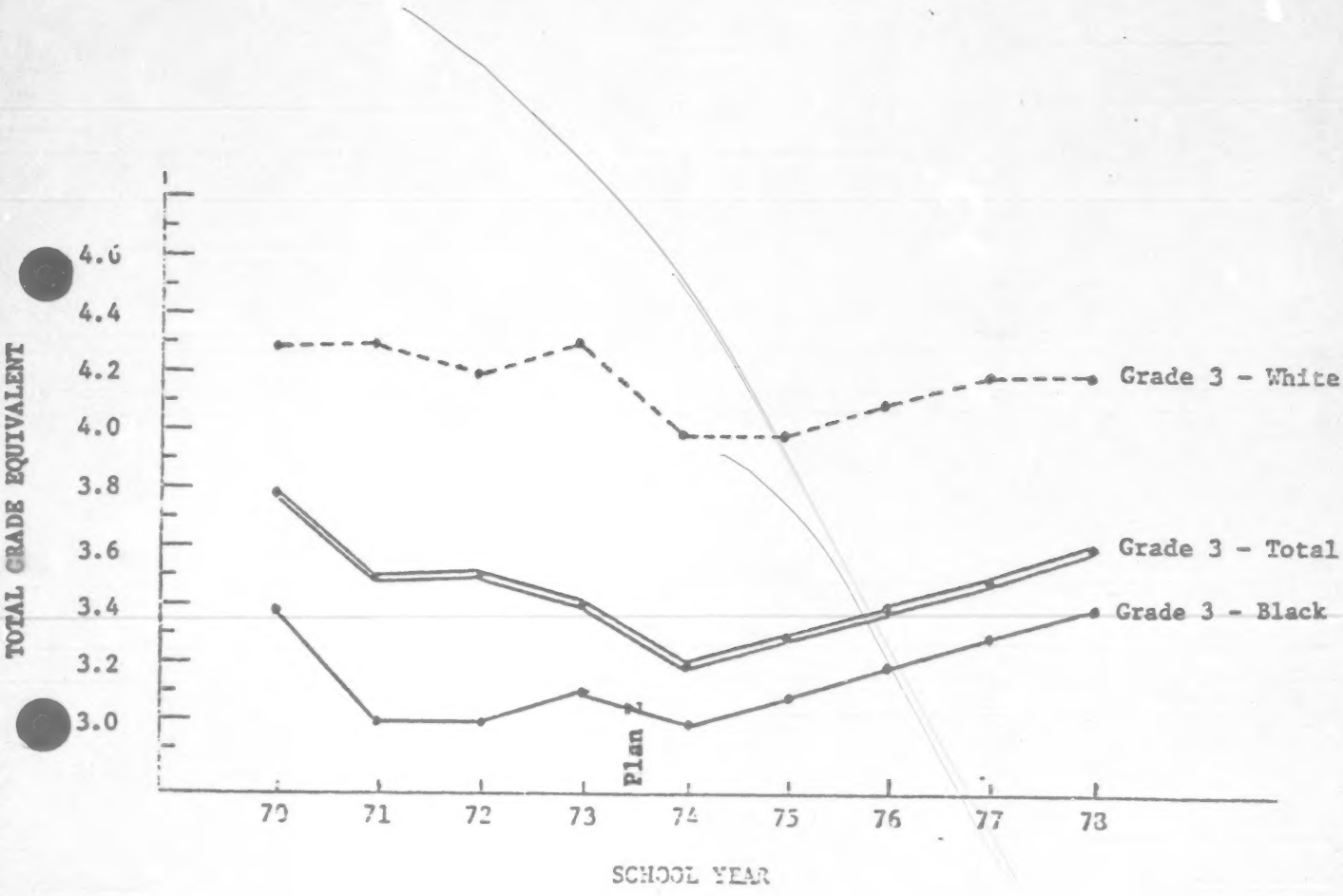

Figure 38 Total grade equivalents for black, white, and all third grade students from 1970 to 1978.

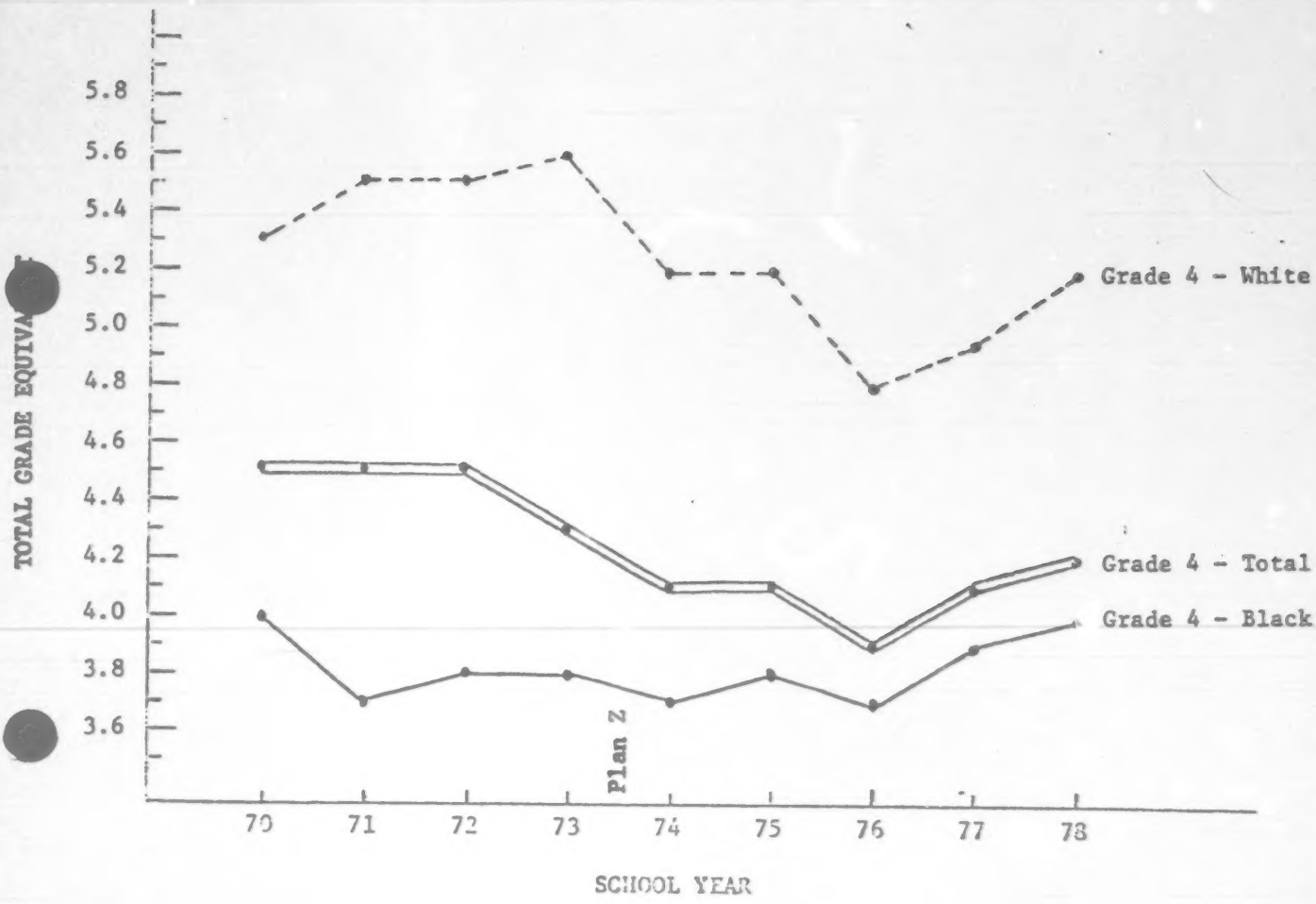

Figure 39 Total grade equivalents for black, white, and all fourth grade students from 1970 to 1978.

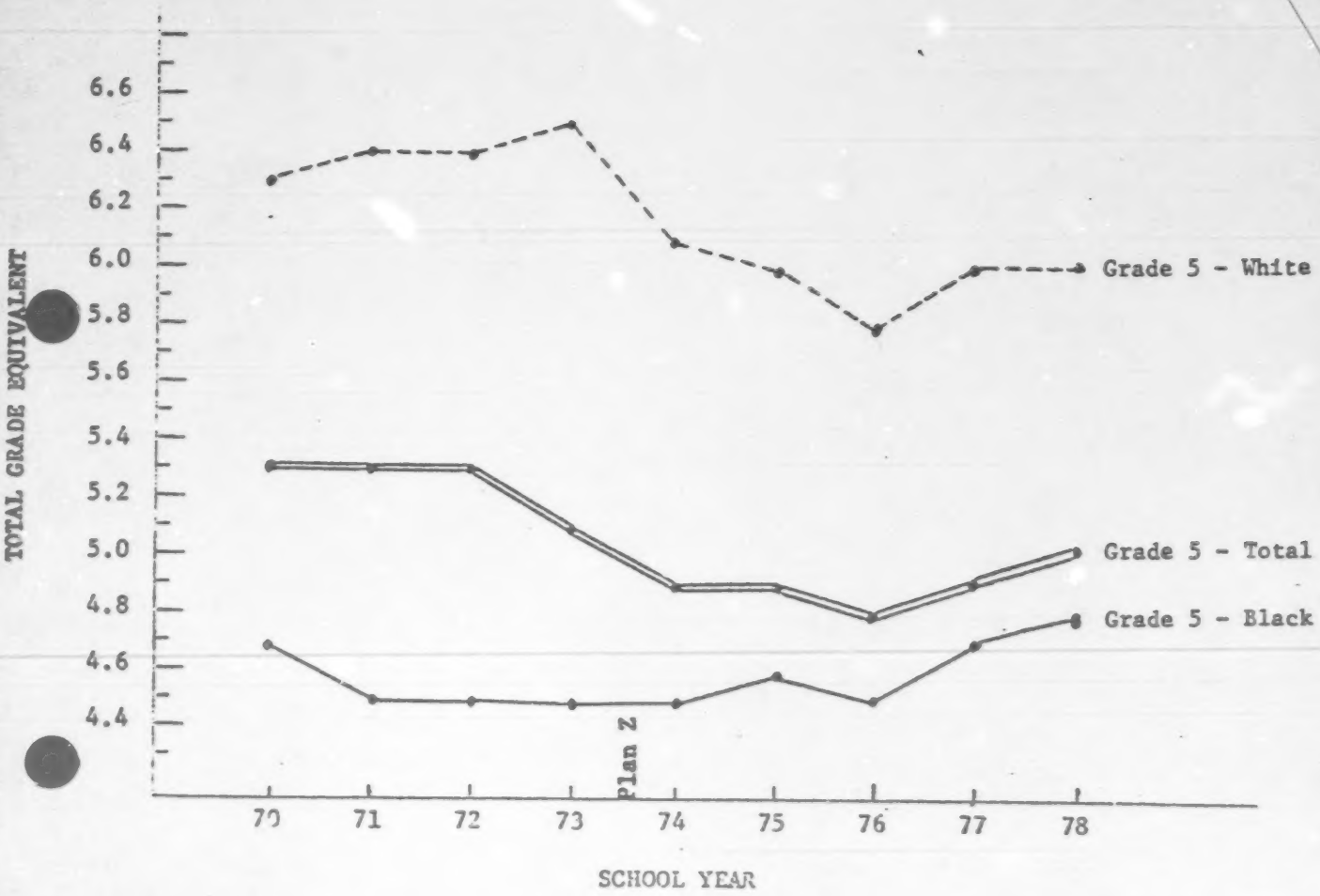

Figure 40 Total grade equivalents for black, white, and all fifth grade students from 1970 to 1978.

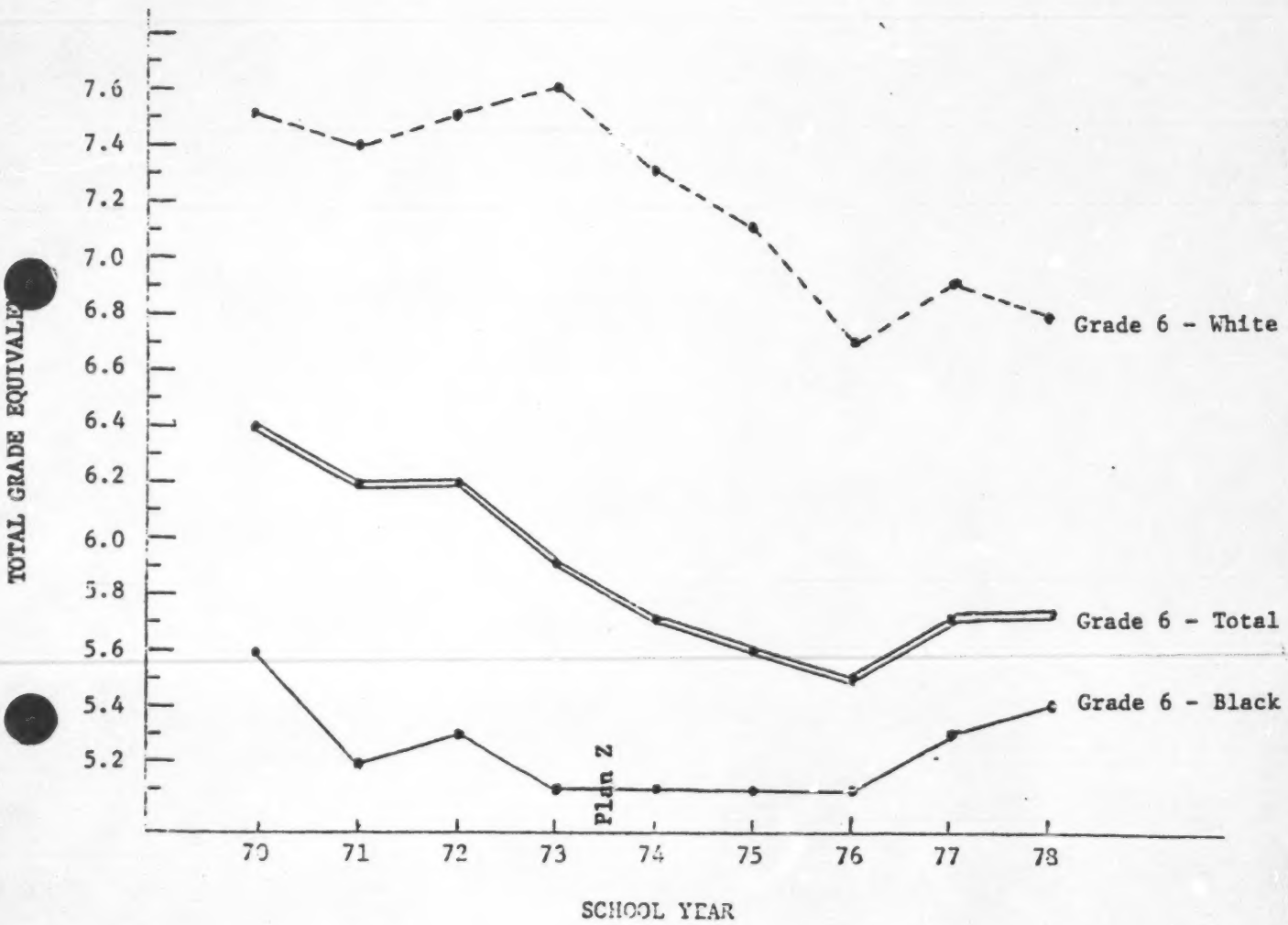

Figure 41 Total grade equivalents for black, white, and all sixth grade students from 1970 to 1978.

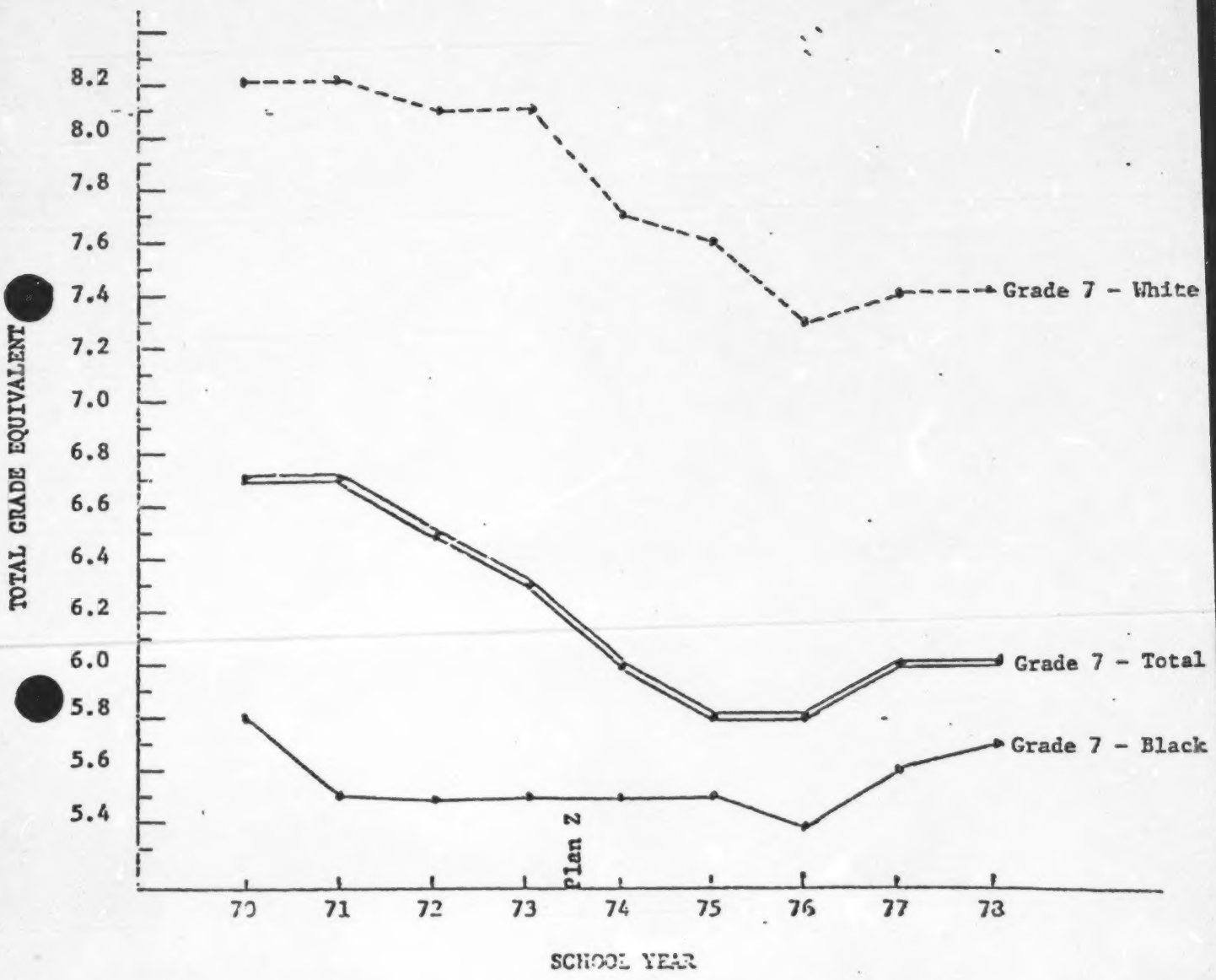

Figure 42 Total grade equivalents for black, white, and all seventh grade students from 1970 to 1978.

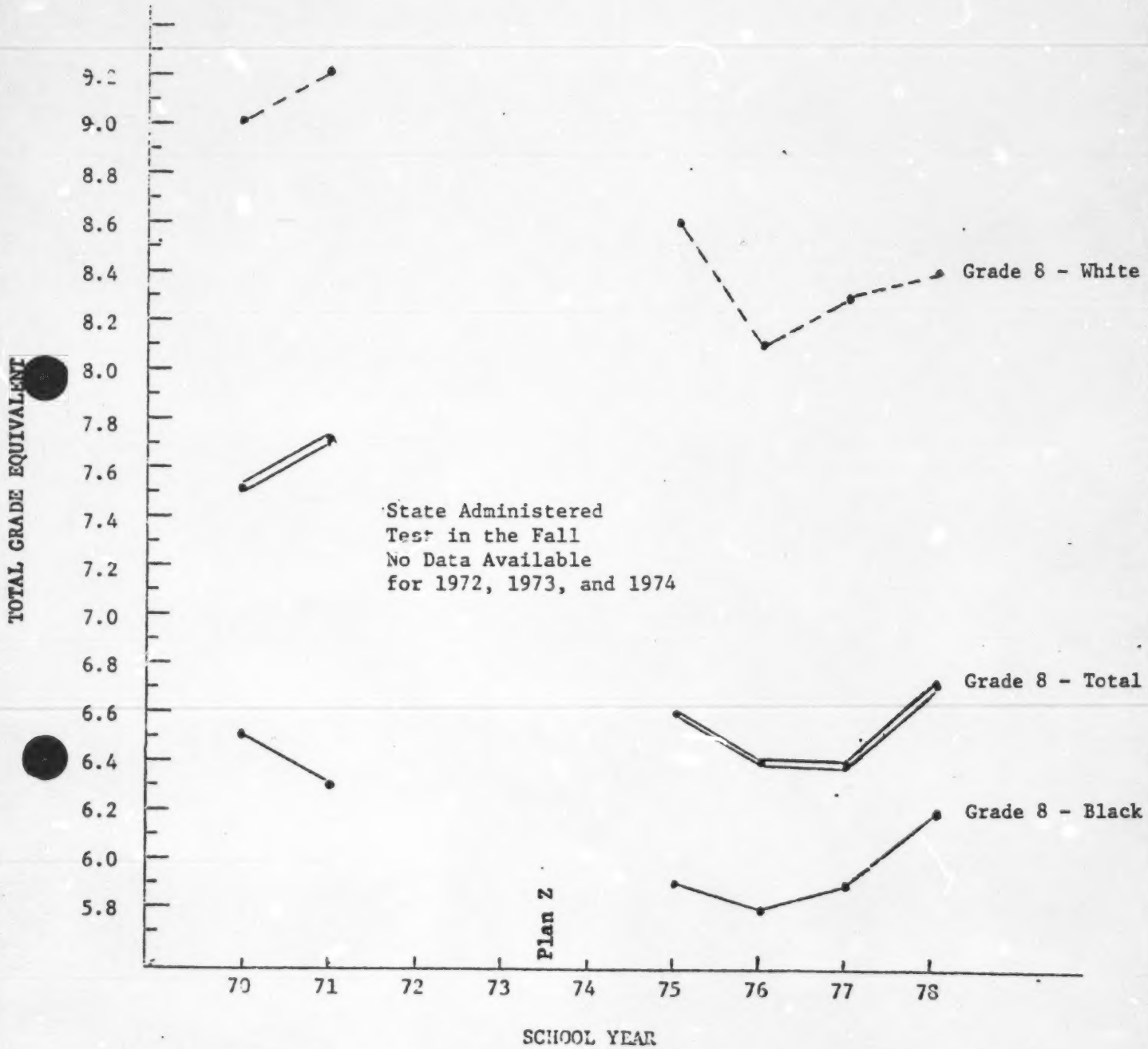

Figure 43 Total grade equivalents for black, white, and all eighth grade students from 1970 to 1978.

Discussion and Conclusions

There was some evidence to indicate that the achievement of black students was slightly lower in predominantly white schools (26-50 to 26-50) than in predominantly black schools (51-75 to 51-75, 51-75 to 76-100, and 76-100 to 76-100) from 1974 to 1978. However, achievement for black students as well as white students increased sharply in 1977 and 1978. In general, the achievement of black students remained relatively constant following the implementation of Plan Z and until it began increasing in 1977 and 1978.

In most grades, the achievement of white students dropped sharply the year (1973-74) that Plan Z was implemented. This may not necessarily have been an effect of desegregation per se, rather it may have been that desegregation caused white, affluent, high achieving students to leave the city system, with the resulting effect that lower achieving, less affluent white students remained. Achievement of white students continued to decline after Plan A, reaching a low in 1976 and increasing in 1977 and 1978.

There was some evidence to indicate that the achievement of white students in predominantly black schools (51-75 to 51-75, 51-75 to 76-100 and 76-100 to 76-100) was lower than in predominantly white schools (26-50 to 26-50). However, the lower achievement of white students in predominantly black schools may not be totally or even partially attributed to the effects of desegregation. Rather it is plausible that parents of higher achieving white students did not send their children to predominantly black schools if they had other alternatives.

Without information concerning the socio-economic status of students

and the numbers and types of white students who left the Memphis City Schools, it was not possible to empirically define this phenomenon. Frequently, it has been conjectured that white students from the most affluent families were the first students to leave the city schools after Plan Z was implemented. Further, if one accepts the hypothesis that socio-economic status is positively correlated with achievement, then it could be assumed that the higher achieving and more affluent white students left the system especially if assigned to a predominantly black school.

Without considering the socio-economic status of students and without the application of inferential statistics to appropriate data, it was concluded that the most outstanding internal effect of desegregation on achievement was the apparent loss of many higher achieving white students. Because the achievement of white students was lower after Plan Z, this gave the appearance that the achievement of white students had been negatively effected by desegregation when in actuality the lowered achievement of white students after Plan Z was a result of many higher achieving white students leaving the city school system.

It may be conjectured that the major external effect of desegregation on achievement was the "appearance" to the community that achievement for the school system was declining after Plan Z was implemented. This may have resulted in a lack of full support from the community for the Memphis City Schools.

TOPIC VII

Academic Achievement

Part II

Staff Perceptions of the Effects of Desegregation on Academic Achievement

Many assumptions were held concerning the positive effects of desegregation when desegregation was initiated and implemented in the school system. It was believed by many that total desegregation of the school system would significantly raise the achievement level of black students and improve relationships among students and teachers of both races.

The purpose of this section of the report was to determine staff perceptions of the desegregation plan's internal and external effects as it related to academic achievement. Staff perceptions indicated significant and varied views of both the positive and negative internal effects of desegregation on academic achievement.

Many principals felt more attention could have been given to instructional matters if increased duties brought about by desegregation activities were reduced. Time spent in monitoring the transportation system, in attempting to communicate with several communities, and in dealing with increased personnel problems tended to take away from the supervision of instruction.

Several instructional consultants reported academic achievement would have increased if the continuity of the instructional program could have been improved. The pairing and clustering of various elementary schools, especially in clustered schools which offered only two grades, had an adverse effect. It was most difficult to coordinate the learning experiences between the three schools involved (sometimes

located in different administrative areas).

In many cases, teachers indicated morale was adversely affected by the teacher transfer phase of the plan. As faculties become stabilized teacher morale improved. Thus, a better climate for increasing academic achievement was created.

Community involvement workers felt that with parent advisory councils and with the "open door" policy at schools, some progress was made to gain more parental support. However, in the schools where pupils were assigned for only two grades, some PTAs disbanded and it was difficult to maintain parental support.

The professional staff had opportunities to learn from each other and share ideas and methodologies found effective with students of the opposite race. These interchanges impacted or had the potential for impacting positively on student achievement.

Students had the opportunity to transfer to schools (within the desegregation guidelines) that offered particular courses of study in which they were interested. This contributed to, or had the potential for contributing to, improved academic achievement.

Compensatory educational programs followed the students, mostly black, in greatest educational need. The availability and benefits of these programs accounted, in part, for the recent increase in the academic achievement of black students.

It was also reported that many of our teachers and administrators demonstrated an unwillingness and/or inability to teach students who were racially and ethnically different from themselves. This was manifested by: (1) failure to give adequate and appropriate attention to the individual learning needs of the students; (2) failure to be sensitive

to problems, interests, concerns, and human and social needs of the students; (3) a tendency to set low levels of expectations for the students; (4) a tendency to show a low level of tolerance and patience with the students; (5) a tendency to label and stigmatize students; and (6) a tendency to teach with a low level of enthusiasm.

Rapid staff turnover in all black or predominantly black schools created staff discontinuity and the resulting negative effects on student achievement. Continuity in instructional program development, implementation, and refinement was more difficult to maintain from a staff point of view.

Many teachers of black children had poor and negative concepts of these students. These concepts in turn led to low expectations of the abilities of black children and the "prophecy was fulfilled."

Staff perceptions of the desegregation plan's external effects on academic achievement also yielded a plethora of responses; some positive but more were negative.

Due to the phenomena of racial myths and stereotypes, as well as class and caste, and socio-economic differences, a very large portion of our population has never conceived that integrated or desegregated education could be "quality education." As perceived by a large segment of our public, public education declined when we desegregated the schools. Consequently they have not expected much from the schools. And, it seems to follow the old "self-fulfilling prophecy"--you get just about what you expect.

There are many manifestations of the above, e.g., most glaring was the unwillingness of legislative bodies at local, county, and state levels to appropriate sufficient funds for public education to insure standards of educational offerings beyond the Minimum Standards.

Following the implementation of the desegregation plan, lack of public confidence in the school system as indicated by the declining enrollment (despite annexation) and the lack of willingness to provide adequate funding also impacted upon academic achievement.

White flight resulted in a student population from lower socio-economic families. Consequently, the media reported a drastic decline in student achievement without fully explaining the relationship between education, achievement, and socio-economic status. Many people, therefore, believed that the Memphis City Schools were inferior and withdrew their moral as well as financial support. A vicious cycle was instituted and will no doubt continue, until such time as academic achievement is raised to levels comparable to those existing when the student population was more middle-class oriented and socio-economically advantaged.

Some segments of the community were not as willing to share their human resources with the Memphis City Schools as in previous times. This lessened the opportunity for students to become motivated by these experiences, and/or be influenced by these role models.

A major positive aspect of the desegregation plan related to its smooth implementation. Desegregation was accomplished with a minimum of violence, disorder, and chaos. Memphis City Schools proved that desegregation could take place in the South without the widespread community disruption experienced in other cities—both northern and southern. The instructional process was not interrupted to the point that academic achievement was not taking place.

The following recommendations are submitted:

1. The current desegregation plan should be carefully studied in view of making modifications which will have a greater impact on the major goals of the school system--to educate children.

2. Planners should recognize the psychological powers of self-determination and allow black and white families options between more alternative schools, consistent with their general aim of dismantling or preventing the development of another dual-school system.

3. Community groups, educational organizations, and civic groups should be encouraged to vigorously discuss and reappraise the best means to achieve a just and integrated society.

4. More flexibility in curriculum offerings should be studied. Programs similar to the optional schools, but not restricted to that concept, should be explored for the educational benefit of all students.

5. A carefully designed study to empirically determine the effects of desegregation on achievement in the Memphis City Schools should be conducted.

TOPIC VIII

CURRICULUM OFFERINGS

TOPIC VIII

Curriculum Offerings

The ultimate perception as to a school system's effectiveness is directly related to the diverse course offerings that are available to the student population. Serving a community as large as Memphis has some serious and important implications for the curriculum offerings. The philosophy of the system embraces the idea that all students should be able to enroll in those courses that will cause maximum development of all students.

Prior to desegregation there was some variance of curriculum offerings in the Memphis City Schools. This was particularly true of secondary schools. Each school attempted to provide a curriculum that would satisfactorily meet the needs of students enrolled.

The desegregation plans developed called for massive movement of students from schools where they had normally attended to schools that were new to them. This raised the concern as to whether course offerings at the new location would provide the continuity desired as well as to continue satisfying the expressed needs of students and parents.

In an effort to minimize the concern of students and parents, attempts were made to assure that students' programs of studies could be continued in an effective and non-interrupted manner.

An analysis of the effect of the massive changes was made to determine to what extent courses could be continued and at the same time provide a well-balanced curriculum for all students. As a result of the analysis some modifications were made to assure a smooth transition. Among the changes evidenced and approaches used included:

1. The number of course offerings was increased in secondary schools including a number of 1/2 unit courses in the language arts, mathematics and science areas.

2. Out-of-school experiences were expanded for more student participation.

3. The location of the East Vocational-Technical Center was recognized as a special situation to enhance both the desegregation process and the course offerings for a segment of the school population.

4. Memos concerning uniformity of course offerings and class rank were circulated to assure that no student would be penalized.

5. All courses listed in the Tennessee State Rules, Regulations and Minimum Standards were designated as available to schools on the basis of student need. This procedure increased the options in some locations.

6. New courses received State approval. These courses were designed to meet specific needs of students enrolled at selected locations.

7. Expanded comprehensive high schools and vocational-technical centers have broadened the option for many students interested in vocational-technical training. This minimized the need for granting transfers for students to enroll in these courses.

Based on the perceptions of staff persons it is felt that there have been some internal and external effects as it relates to curriculum offerings. These perceptions are herewith noted:

Internal Effects

1. Itinerant teachers in foreign languages have increased in number to satisfy the need of some school locations.

2. Music offerings--particularly instrumental music--in some locations have been drastically reduced.

3. The number of advanced placement classes has probably decreased slightly.

4. An increase in remedial courses has resulted in some locations.

5. Due to reduced enrollment some schools are having difficulty in providing a well-balanced curriculum including some high level science and mathematics courses.

6. Subject area clubs--an outgrowth of curriculum offerings--have been reduced in some locations.

External Effects

1. Some parents are becoming disconcerted because of the

difficulty in scheduling certain high level courses in some locations.

2. Slight withdrawal of support from some civic organizations, as it related to contests, has been noted. This may be caused by reduced offerings in certain academic areas in some locations.

3. Some segments of the community perceive the instructional program to be "watered down."

Recommendations

1. Reevaluate Plan Z in relationship to the equitable availability of course offerings and their cost effectiveness.

2. Explore the possibility of increasing the number of itinerant teachers in such areas as the high level sciences and advanced placement courses, where it is difficult to staff positions because of reduced number of students and the application of the staffing formula.

TOPIC IX

EXTRA-CURRICULAR ACTIVITIES

TOPIC IX

Extra-Curricular Activities

For the past five years, the various types of extra-curricular activities related to the operation of the total school program were studied. Many extra-curricular activities were conducted during the regular school hours and many were confined to after school functions. Desegregation greatly effected extra-curricular activities.

Student assignments to a school outside of their neighborhood resulted in a decline in enrollment. Schools with lower enrollments were not able to offer as many extra-curricular programs as they had previously. For example, one high school reduced their speech department programs and another school eliminated all speech department programs. Some of the clubs eliminated were Hi-Y, Tri-Hi-Y, Girls' Reserve, National Forensic Club, Quill and Scroll, Future Teachers' Association, Tri-M, Projection Club, First Aid Corps, Girls' Key Club, and Stage Bands. In many activities students were limited in their participation due to transportation. The cost factor to the Board of Education was approximately $94,500.00 to provide activity buses for band students, cheerleaders and athletes who practiced after school. In schools where there was not a sufficient number of students involved in these after school practice sessions, Memphis Transit Authority passes were purchased by the Board and issued to these students. Passes and activity buses were not provided for these students to return to school for the activity in which they represented the school. Transportation was not provided after these activities for the students to return home. This added a financial burden to parents to provide additional transportation for the students

to come back to school (after school hours) for practice, games and activities. If the parents did not provide transportation, then the local school officials and coaches provided transportation for these students.

The income from extra-curricular activities decreased. Many junior high programs, particularly in athletics, operated at a deficit when considering revenue versus outlay. Junior high games were played at 4:00 p.m. With schools being dismissed at 2:15 p.m., students had to return home on the school buses and this decreased the number of students who attended the games on campus or attended the games away from the campus as they would not have transportation to their homes after the athletic event. While attendance figures were not available for junior high, the loss in revenue as listed below includes the loss in gate receipts.

Year	Revenue Loss*
1969-70	$ 18,442
1970-71	16,177
1971-72	27,070
1972-73	26,557
1973-74	37,439
1974-75	38,860
1975-76	37,594
1976-77	45,969
1977-78	42,313

*This does not include the 7 - 12 schools operating a junior high program.

Attendance has decreased at athletic activities particularly after school and in the evenings. This decrease is substantiated by the following figures indicating a loss of revenue in athletics since the beginning of the MIAA:

Year	Revenue Loss
1966-67	$ 50,261
1967-68	59,634
1968-69	34,721
1969-70	58,730
1970-71	47,981
1971-72	96,961
1972-73	74,625
1973-74	136,982
1974-75	154,031
1975-76	105,730
1976-77	82,912
1977-78	78,749

In athletics, when enrollment declined, this often changed a school to another classification. This could place the school in a league where there was little neighborhood rivalry, or it could cause the school to schedule games with other schools where there were few common interests or where no loyalty was felt toward a school team.

Many students transferred from their local settings did not show much interest in extra-curricular activities. There has been a noticeable decline in interest of both students and parents in activities scheduled after three o'clock. Community feelings were evident toward schools where children were assigned away from their neighborhood to accomplish desegregation. Students felt this attitude or animosity when the school in which they were assigned was engaged in an activity with the school closest to their residence whether they were players or spectators. Many parents no longer participated in school extra-curricular activities. There were schools where Booster Clubs were eliminated or their functions were curtailed due to lack of interest. The attendance of families attending the school "open house" dropped significantly in the last five years. There were many parents or adults who supported extra-

curricular activities in the neighborhood school or felt more loyalty to that school than the one their children attended under Plan Z.

This lack of interest in the extra-curricular activities was also evident by fewer newspapers and annuals being purchased by students. Fewer class rings and items associated with graduation were purchased and they were not as meaningful to students transported from the neighborhood school. These items effected the revenue coming in to the school to financially support extra-curricular activities.

The subject area clubs were directly effected by not being able to meet after school since all interested students would not be on campus to attend. In some schools the Latin, French, Art, Science, ROTC Sponsors, Saber Club (ROTC Officers), and CAP (English Club) clubs were eliminated. Some schools used instructional time for subject area clubs to meet. More schools scheduled activity periods during the regular school hours. Others deleted a class period from the regular class schedule. The activity schedule often gave priority to plays, sports events, or sock hops, thus reducing club activities. Because of transportation problems, some club memberships were determined by the students' residence. Clubs holding area conferences or programs often selected representatives who were more accessible to transportation.

While it is evident that students participated in fewer extra-curricular activities after school, there were more students participating in athletics who would not have been involved prior to Plan Z. With the decrease in enrollment, there were students with a lower skill level now playing on teams. The size of the athletic

squad representing the schools was reduced 30 to 40% in schools effected by Plan Z.

Through participating in extra-curricular activities, the students developed a better understanding of their fellow students. The social involvement of students through extra curricular activities has possibly achieved the most progress toward integration than most any phase of the school operation.

Extra-curricular activities are considered a vital component of our total school program. The extra-curricular activities are very meaningful to students, parents, schools and communities, therefore, a strong effort should be made to improve conditions so these activities might best serve all components of our school operation.

TOPIC X

BUDGETARY PROBLEMS

TOPIC X

Budgetary Problems

Cost of Transportation

Contractural arrangements with R.W. Harmon & Son, Inc. for transportation purposes have been used since January 1, 1973, when desegregation was implemented. Total costs related to transportation, including general supervision, insurance and special MATA bus tickets during the five and one-half year period, have exceeded fourteen million dollars. Actual cost for the 1977-78 school year was $3,644,000 which represented 2.59 percent of the Board of Education general operating budget. (See Appendices A and B.)

Revenues for Transportation

The State Department of Education reimburses school systems for transportation costs based upon their previous years' activities. State funds in the amount of $2,157,271 have been received to help offset the cost of transportation. Approximately $517,698 was received during the 1977-78 fiscal year which represented fourteen percent of the actual cost for the transportation operation.

Race Relations

As a part of the court order, a Division of Race Relations was established. Local funds in excess of one million dollars have been spent in this area since the 1971-72 fiscal year. Due to budgetary cuts, the staff has been reduced to only a director and secretary at an operational cost of approximately $38,000 per year.

Transportation Facilities

The Board of Education presently utilizes three sites in various parts of the city for parking and dispatching more than three hundred buses. The facilities are located on Getwell Road, near I-240, at Whitehaven High School grounds (previously used by the County Board of Education for transportation) and an area adjacent to the Mallory Warehouse located on Jackson Avenue. The Getwell property, including a service station, was purchased for approximately $125,000 with an additional $50,000 needed for renovations. Additional property was also acquired from Memphis, Light, Gas and Water Division and the City of Memphis for expansion purposes with no actual cost to the Board of Education except for additional paving and renovation needs. It is estimated that additional funds in excess of $200,000 were expended to provide adequate facilities at all three lots.

Legal Fees

A sizeable amount of our legal budget was spent as a result of desegregation implementation. We have a suit pending to reimburse the plantiff for legal expenses. Reviews must be made with the plantiffs when transportation changes, new programs or capital improvement funds are needed that may be in conflict with the court order.

Insurances on Buses

Included in the present cost of transportation is liability insurance in the amount of $360,000. The Board of Education itself was unsuccessful in receiving adequate bids for obtaining liability insurances and is reimbursing R.W. Harmon & Son, Inc. for this cost under their master policy for all the busing operations for Memphis School Transportation.

Start Up Costs

In implementing Plans A and Z, costs of approximately $215,000 were incurred due to changes in grade structures requiring moving of student desks, furniture, transfer of library books, textbooks, etc.

Loss of Revenue for Local Schools

Individual schools were effected with the loss of various P.T.A. and Booster Club support that was closely associated with the neighborhood school. Athletics have been a continual revenue loss for schools; however, improvements have been made at the local level as the years pass. Attendance at sporting events continues to be a problem for various schools causing additional loss of revenue.

General Operating Budget

Although transportation only represents approximately 2.5% of the overall general operating budget, funding of the needs of the Board of Education has met some resistance from the City Council and support of the community which can be directly or indirectly associated with desegregation.

Capital Improvements Programs

The capital improvement programs have leveled to a point where new schools are not a major need; however, renovations or remodeling of older schools are imperative. The loss of students did assist in reducing the need for new buildings and has also provided surplus buildings that can be sold or used for other purposes. Adequate space is more readily available for programs that have been initiated since desegregation.

Other

There are presently over ninety schools that have breakfast programs for students. Primarily these are schools designated as Title I schools. Problems of successfully operating the schools became dependent upon a bus schedule that will allow the students ample time for breakfast.

R.W. Harmon & Son, Inc. is operating an administrative office and major repair shop at Lamar and I-240. Rental is being paid by the Board of Education at a monthly cost of $1400.

Recommendations.

Continual review of the transportation requirements as they relate to the court order should be made. As indicated by Appendix A, approximately 30,000 students were transported at a total expense of 3.6 million dollars. This equates to $122.00 per year per student. Efforts to reduce the number of trips required that would not be in violation of the court order or markedly affect the desegregation process would result in sizeable savings to the school system. Consideration should be given to the acquisition of the buses and operational control.

APPENDIX A

APPENDIX A

COURT-ORDERED TRANSPORTATION

5-YEAR PERIOD

	TRANSPORTATION EXPENSE	NUMBER OF STUDENTS	PER STUDENT COST
1972-73	$ 431,131	11,014	$ 49.37
1973-74	1,685,689	30,125	58.52
1974-75	2,192,874	32,645	65.08
1975-76	2,947,394	32,412	86.25
1976-77	3,184,739	29,845	106.71
1977-78	3,644,628	29,724	122.12

Cost established from Audit Reports

APPENDIX B

APPENDIX B

MEMPHIS CITY SCHOOLS

COURT-ORDERED TRANSPORTATION

YEAR ENDING	COURT ORDERED TRANSPORTATION EXPENSE	TOTAL EXPENSE	TRANSPORTATION EXPENSE - PERCENT OF TOTAL EXPENSE
6/30/73 (1/2 Yr)	$ 431,130.74	$ 98,059,634	.44
6/30/74	1,685,689.33	104,770,858	1.61
6/30/75	2,192,874.57	114,080,895	2.01
6/30/76	2,947,394.33	121,209,051	2.43
6/30/77	3,184,739.37	132,100,347	2.41
6/30/78	3,644,628.79	140,767,000	2.59
	$ 14,086,457.13*	$ 710,987,785*	2.00

* Totals do not include data for current school year (1978-79).

CONCLUSIONS

Providing equal educational opportunity for all students should remain a high priority goal for the Memphis City School System. This goal is both a legal and a moral imperative. The means or strategies by which this goal is attained should be continuously examined in light of changing conditions. After six years of involvement with Plan Z, it seems appropriate to re-evaluate the plan and seek feasible modification if needed.

In light of the changing housing patterns that have occurred during the last six years, it may be feasible in many instances to modify some existing students' assignments without adversely affecting desegregation. In other instances, certain modifications could enhance desegregation.

The recommendations contained herein should in no way be interpreted as a retreat from our legal and moral obligation to provide equal educational opportunity to all students. However, to continue the existing desegregation plan without examination may be counterproductive in the long run. A study and total reassessment of Plan Z appears to be warranted. (See Appendix A for correspondence from Mr. Ernest G. Kelly, Jr., Board Attorney.)

The following recommendations are not to be perceived as being all inclusive, but represent critical areas which should be examined with the idea of providing change and/or improvement in the desegregation aspects of Plan Z.

MAJOR RECOMMENDATIONS:

1. A comprehensive and in-depth re-evaluation of Plan Z be conducted during the 1978-79 school year. Efforts should be made to determine the feasibility of modifying those existing pupil assignments which are counterproductive.

2. The Division of Planning and the Division of Attendance jointly conduct a study of all school attendance zones through the pupil locator system with the intent of adjusting racial pupil distributions.

3. The above two recommendations should be undertaken with the idea that better cost effectiveness in transporting children could be gained.

4. As the study progresses, opportunity to provide integrated community education should be a prime concern.

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525-6781
AREA CODE
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November 2, 1978

Mr. John P. Freeman, Superintendent
Board of Education of the Memphis City Schools
2597 Avery Avenue
Memphis, Tennessee 38112

In re: Northcross v. Board of Education

Dear John:

This is in response to your request for an update on the state of our own desegregation case and of busing requirements in desegregation cases generally.

I am attaching for your reference a letter which I wrote to the Board on December 9, 1977, indicating generally that there are no current cases to suggest that busing is likely to be abolished in the near future in school systems where it has already been instituted. The Dayton case referred to in the letter as well as other recent pronouncements of the Supreme Court should mean that in requiring more busing, the courts will take a closer look at the question of whether the busing is actually needed to remedy the effects of some intentional discriminatory acts of school systems. This may have the long range effect of making the lower courts more likely to find that particular instances of racial imbalance are de facto and permissible. That is of little immediate use in the Memphis System in light of our 1971 hearing and Judge McRae's ruling on the de jure nature of the former housing patterns in the Memphis City System.

As you are aware, there have also been efforts made in the Northcross case itself to curtail busing in situations where the housing changes since Plan Z have reduced the effectiveness of busing in creating desegregation. In the 1976 hearing, the Board identified and Judge McRae eliminated, a number of instances of busing in which children were being shuttled between two or more majority black schools. However, in the 1977 hearing, the same approach was rejected by Judge McRae, apparently out of a feeling that this might result in the creation of an unacceptable number of additional one-race schools.

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In light of the result of this hearing and of the present state of appellate cases, a general petition to greatly reduce or eliminate busing in the Memphis System appears futile. There is, of course, the possibility that additional planning might find ways of increasing the efficient use of the plants, enhancing rather than reducing desegregation, and generally improving the situation as a whole. In last year's negotiations with the plaintiffs, I felt that we were able to achieve a number of improvements in the system by way of the Consent Order which was ultimately worked out. Problems over the de-annexed area had an unfortunate effect on some of these proposals, but the overall concept of using available space as a meeting place for children of both races may be applicable for other parts of the system. Of course, I realize that a good deal of our available space is not well located for this purpose and that we will also have a decrease in space with additional annexations and with more pupil/teacher ratios.

To summarize, I believe that there may be some particular instances of attendance patterns in the system that can be improved by staff review and consultations with plaintiffs and, perhaps, the ultimate resort to the Court. I see no indication that an across-the-board effort to reduce busing would have a reasonable prospect of success.

With kindest regards, we are

Very truly yours,

COBB, EDWARDS, HAMLET, NICHOL & WOODALL

Ernest G. Kelly, Jr.

EGKJr/ms
Encl.

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December 9, 1977

TO THE MEMBERS OF THE BOARD OF EDUCATION
OF THE MEMPHIS CITY SCHOOLS:

In re: Northcross v. Board of Education

Ladies and Gentlemen:

This is written as a followup to my oral report on the feasibility of seeking relief from the existing busing order.

My opinion is that it would not be possible to secure any general reduction in busing at the present time. The recent statements of Dr. James Coleman and some of the recent holdings of the Supreme Court - most notably, the Dayton case - suggest that the drive for more busing may be losing some of its force. However, nothing has come out of the courts which suggests that existing busing plans are likely to be cut back.

In those school systems where litigation is now going on, the issue in litigation is whether to increase busing - not whether to reduce it. This is true in the case of Wilmington, which has recently failed to persuade the Supreme Court to grant certiorari as to its metropolitan busing order. Even in the Dayton case, the busing order has been left intact pending further hearings in the trial court. That case is notable in that it did not reject busing as a remedy but only held that there had not been an adequate showing of pre-existing constitutional violation and remanded the case so that the District Court could hear more evidence on this point.

In evaluating the feasibility of going back to the Court on this matter, it is necessary to look at the recent rulings from the particular courts which would be involved with this motion. In our own case, the District Court has, within the last year, declined to eliminate a number of instances of busing which appear to be contributing little or nothing to the desegregation of the school system. The Court expressed its concern over the possibility of increasing the number of one-race schools in the system, and refused to eliminate busing even in a situation where a majority of the students being bused to a former black school were themselves black. Under these circumstances, I see no prospect that the District Court would entertain a motion to eliminate busing on a more sweeping basis.

The next court to consider would be the Court of Appeals for the Sixth Circuit, which is still authorizing an increasing amount of busing in northern desegregation cases. In the Detroit case, a panel of the Sixth Circuit upheld a metro plan for Detroit and, on remand, continued to express its approval of such a plan even though the Supreme Court refused to endorse the plan on the existing state of the record. Similarly, in Dayton, the Sixth Circuit had virtually directed the District Judge to require a cross-town busing plan when the trial court was inclined to approve a lesser plan. Also, in Brinkman v. Gilligan, 518 F. 2d 853, and Morgan v. Kerrigan, 530 F. 2d 401, the appellate courts have refused to give real effect to the 1974 enactment of Congress which sought to limit busing to the next nearest school.

Finally, a review of recent actions of the Supreme Court suggests that busing plans may not be upheld where there is insufficient evidence of pre-existing de jure segregation. The Court, however, has given no indication that it will reject busing as a remedy where a sufficient finding of prior de jure segregation has been made. In fact, in the Dayton case, the Court remanded the case for reconsideration in light of Swann v. Charlotte-Mecklenburg, which was the original Supreme Court case approving busing as a remedy.

Under these circumstances, I do not see that any of the three courts which would be involved in our case has given any indication of a readiness to reconsider the facts as they exist in our school system.

A further question which could be asked in this case is whether there would be any dire consequences in the event of an unsuccessful appeal to the court to end the busing plan. We certainly would have a case in which a further award of fees to the plaintiffs' attorneys would be granted. Moreover, if the Court felt that the position taken by the School Board was frivolous in light of the decided cases, this feeling might be taken into account in setting the amount of an award. A second factor will be the risk of alienating the courts in a way that would make it more difficult to secure approval of the day-to-day types of Plan modifications and construction approvals which frequently take us back into court. In the years since the approval of Plan Z, the Court has approved the majority of Board proposals with regard to annexed areas, Plan modifications and construction requests. This process might become more difficult if the Court felt a motion to abolish busing had been brought on a frivolous basis.

A further concern is the possibility that a premature motion to curtail

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busing might make it more difficult at some later time to take advantage of a genuine change in the law.

For the above reasons, it is my belief that an attempt to eliminate the busing order would be unsuccessful and would have additional damaging side effects.

With kindest regards, we are

Very truly yours,

COBB, EDWARDS, HAMLET, NICHOL & WOODALL

Ernest G. Kelly, Jr.

EGKJr/ms